

University of South Carolina

Aiken



2020 - 2021

Academic Bulletin &
Course Catalog

Policies, procedures, requirements, and descriptions contained in this bulletin are subject to change without notice and may be obtained via consultation with the Office of the Executive Vice Chancellor for Academic Affairs and Provost.

The University of South Carolina Aiken does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, genetics, sexual orientation, or veteran status. The University of South Carolina Aiken has designated as the ADA Title II, Section 504 and Title IX coordinator: the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located at 1600 Hampton Street, Columbia, SC; telephone 803-777-3854.

The University of South Carolina Aiken is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the status of the accreditation of the University of South Carolina Aiken.

Any person who feels they qualify for special accommodations due to physical, learning or psychological disability should contact the Office of Disability Services at (803) 641-3609 for a free, confidential interview.

Produced annually by the USC Aiken Office of the Registrar.

Table of Contents

The University	5
Admissions	11
Student Affairs	18
Fees and Refunds.....	23
Financial Aid and Scholarships	28
Academic Affairs and Regulations	32
Degree Requirements.....	33
Policies and Procedures	37
Academic Support Centers and Departments	50
Programs of Study	55
Honors Program.....	55
Interdisciplinary Studies	56
Majors	59
Minors	61
College of Arts, Humanities, and Social Sciences	62
Department of Communication	62
Faculty	62
Programs of Study	63
Course Descriptions	65
Department of English	68
Faculty	68
Programs of Study	70
Course Descriptions	73
Department of History, Political Science, and Philosophy	78
Faculty	78
Programs of Study	79
Course Descriptions	82
Department of Languages, Literatures and Cultures	87
Faculty	87
Programs of Study	88
Course Descriptions	88
Department of Sociology.....	93
Faculty	93
Programs of Study	94
Course Descriptions	96
Department of Visual and Performing Arts	99
Faculty	99
Programs of Study	101
Course Descriptions	106
Other Courses Offered by the College of Arts, Humanities, and Social Sciences	119
College of Sciences and Engineering	121
Department of Biology and Geology	121
Faculty	121
Programs of Study	123
Course Descriptions	130

Department of Chemistry and Physics.....	138
Faculty.....	138
Programs of Study.....	139
Course Descriptions	144
Department of Exercise and Sports Science	147
Faculty.....	147
Programs of Study.....	147
Course Descriptions	149
Department of Mathematical Sciences and Engineering	151
Faculty.....	151
Programs of Study.....	152
Course Descriptions	157
Department of Psychology.....	163
Faculty.....	163
Programs of Study.....	164
Course Descriptions	166
Pre-Professional Curricula	169
School of Business Administration	170
Faculty.....	170
Programs of Study.....	172
Course Descriptions	173
School of Education.....	179
Faculty.....	179
Programs of Study.....	185
Course Descriptions	197
School of Nursing.....	205
Faculty.....	205
Programs of Study.....	208
Course Descriptions	211
Graduate Programs	213
School of Business Administration	213
School of Education	217
Department of Psychology.....	226
Faculty Listing	232

The University

Mission Statement

The University of South Carolina Aiken is a comprehensive institution that offers undergraduate and graduate degrees in the arts, humanities, social sciences, natural sciences, and professional disciplines. All programs of study are grounded in a strong liberal arts and sciences curriculum.

USC Aiken is distinguished by its commitment to transformative teaching made possible through high impact learning practices, undergraduate research, small classes, and individual attention. The University encourages excellence in research and creative pursuits and prepares students for success by challenging them to think critically and creatively, to communicate effectively, to learn independently, and to acquire breadth and depth of interdisciplinary knowledge.

USC Aiken attracts students from South Carolina, the United States, and the world to form a diverse community of individuals engaged in educational experiences and services necessary for the pursuit of meaningful work in an enlightened, inclusive, and economically vibrant society. A progressive hub for innovation, collaboration, and creativity, USC Aiken contributes to the visual and performing arts, intercollegiate athletics, continuing and distance education, educational outreach, and leadership.

University Values

1. Character

We value integrity, honesty, and accountability. We encourage initiative and take pride in hard work and accomplishment.

2. Citizenship

We value the rights and responsibilities associated with membership in a community. We embrace efforts to work for the common good and opportunities to enrich the lives of all community members.

3. Curiosity

We value and embrace life-long learning and inquisitive pursuits. To that end, we endeavor to impart knowledge, skills, and wisdom in a high-quality learning environment.

4. Collegiality

We value a nurturing community where people support one another, embrace diversity, and encourage mutual respect.

History

Building partnerships has been the cornerstone of the University of South Carolina Aiken since its inception in 1961. It was then that the citizens of the Aiken community voiced the need for a local institution of higher education. In a true demonstration of grass roots politics, the community rallied to show their support for a college to be founded in the area. Through state legislation, a governing board was formed, the Aiken County Commission for Higher Education, which continues to oversee the University's mission.

The University of South Carolina, the state's flagship university founded in Columbia in 1801, began offering courses in Aiken for students interested in completing their degrees in Columbia. USC Aiken became the fourth campus founded of the eight that would eventually comprise the USC System. Three full-time faculty members, a secretary, and 139 students joined for the University's first academic semester in September 1961. Classes took place in "Banksia," a former winter-colony mansion in downtown Aiken. For 11 years, the University's first students attended college in a structure which was developed as living quarters, studying composition in an area which was once a ballroom, and algebra in a former sitting room.

Over the years, the student population grew and the need for a new physical location for campus arose. USC Aiken purchased property from the Graniteville Company and moved from Banksia to its present site in 1972. One multipurpose building was constructed, which was later named the Robert E. Penland Administration Building. This building's open courtyard features one of the campus' most notable landmarks, the Double Knot sculpture by artist Charles Perry, which symbolizes the University's close ties with the local community. At the time, most assumed that this would be the only building ever needed for the campus; however, the University grew to occupy more than 20 buildings and athletics facilities in the years that followed.

As a natural next step, USC Aiken began to seek autonomy in the USC system so students could begin and complete their degrees in Aiken. In 1977, the University was fully accredited as a senior college by the Commission on Colleges of the Southern Association of Colleges and Schools and granted its first baccalaureate degrees. Master's degree programs began being offered on campus in 1994; and at present, the campus offers more than 45 degrees and programs to students.

The institution began forming a limited number of sports teams as part of the NAIA in the 1960s. USC Aiken student-athletes adopted the Pacers as their mascot, named for Aiken's well-known status as an equestrian community. In 1990, USC Aiken achieved NCAA Division II status and became a charter member of the highly-competitive Peach Belt Conference. Today, Pacer Athletics hosts 10 varsity men's and women's sports teams, including the three-time national champion men's golf team.

Since 1961, five leaders have navigated the University's path. Mr. Chris Sharp (1961-1962), Mr. Bill Casper (1963-1983), Dr. Robert Alexander (1983-2000), Dr. Thomas Hallman (2000-2012), and Dr. Sandra Jordan (2012-present) have overseen the campus as it has grown from a commuter institution to a more traditional, residentially-based campus. More than 3,200 students attend the University, and approximately 500 students graduate each year. USC Aiken embodies its commitment to students by providing many of the offerings of a large university on a small, friendly campus with intimate class sizes and personal attention. The commitment to continuing partnerships is woven into the fabric of the campus' culture.

The University of South Carolina

UofSC System

As a comprehensive institution within the University of South Carolina System, the University of South Carolina Aiken combines the advantages of a smaller institution focused on individual learning with the resources of a major university system.

Mission Statement

The primary mission of the University of South Carolina is the education of the state's diverse citizens through teaching, research, creative activity, and service. Founded in 1801, the University of South Carolina system is the largest institution of higher education in the state, serving more than 41,000 students from its flagship Columbia campus, three senior campuses (Aiken, Beaufort, and Upstate), and four regional campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina is a public institution offering degree programs at the associate's, bachelor's, master's, and doctoral levels. Through the primary method of classroom and laboratory instruction and through a secondary method of distance education delivered via the Internet, teleconference and electronic media, degree programs are offered in the following areas: arts and sciences; education; engineering and computing; hospitality, retail, and sport management; mass communications and information

studies; music; public health; and social work, and in professional programs such as business, law, medicine, nursing, and pharmacy.

With a flagship campus recognized by the Carnegie Foundation as a top research and service institution and nationally ranked in start-up businesses, and an eight-campus system that confers nearly 40% of all bachelor's and graduate degrees awarded at public institutions in South Carolina, the University has a profound relevance, reach, and impact on the people of the state. The University of South Carolina provides all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, service, and artistic creation.

Accreditation

The University of South Carolina Aiken is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. As part of the accreditation process, the institution is encouraged to provide a method by which the general public and academic community can file a formal complaint when they believe accreditation standards are not being maintained. Anyone can provide the accrediting agency with written testimony or file a formal complaint following the procedures detailed at the Commission on Colleges web site (<http://www.sacscoc.org>) or by directly contacting the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097, phone number 404-679-4500. In addition to this comprehensive program, several programs are accredited by their respective professional bodies.

All business degree programs at the University of South Carolina Aiken are accredited by the Association to Advance Collegiate Schools of Business (AACSB), 777 South Harbour Island Boulevard, Suite 750 Tampa, Florida 33602.

The teacher education programs at the University of South Carolina Aiken are accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th Street, N.W., Washington, SD 20036 (<http://caepnet.org/>).

The Bachelor of Science in Nursing degree at the University of South Carolina Aiken is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791 (<http://www.aacn.nche.edu/ccne-accreditation>).

The Bachelor of Arts degree in Music Education is accredited by the National Association of Schools of Music (NASM) 11250 Roger Bacon Drive, Suite 21, Reston, Virginia 20190-5248 (<http://nasm.arts-accredit.org/>).

The Master of Science degree in Applied Clinical Psychology at the University of South Carolina Aiken is accredited by the Master in Psychology and Counseling Accreditation Council (MPCAC), PO Box 721173, Norman, OK 73070.

Academic Support Services

Gregg-Graniteville Library

The Gregg-Graniteville Library of the University of South Carolina Aiken strives to provide the academic community with the information required for intellectual, professional, and personal development. The Library also strives to serve as an information resource for the University's geographical service area.

The faculty, support staff, and collections of the Gregg-Graniteville Library comprise an integral part of USC Aiken's instructional program. The two-story, 40,000+ square-foot building houses an extensive book, periodical, and microform collection. A wide variety of web-based resources are available. The USC Aiken Library also serves as an official depository for federal and state documents and as the Department of Energy's Public Reading Room collection. The Library is fully automated and patrons are afforded the opportunity to access information in a variety of formats.

Instructional Services

The mission of the Instructional Services Center is to provide the faculty, staff, and students with effective audio-visual services, including delivery and pick-up in all USC Aiken buildings, to provide media materials production in support of classroom instruction to meet educational requirements, and to provide and to maintain telecommunications/satellite transmission services campus-wide, to provide assistance and audio-visual services to outside organizations using USC Aiken facilities as part of the University's community and public service mission.

Computer Services Division

The mission of the Computer Services Division (CSD) at USC Aiken is to provide students, faculty, and staff with the computing, networking, and voice communication tools necessary to support the academic and administrative goals of the University. The University of South Carolina Aiken and CSD are committed to providing a reliable, state-of-the-art campus computing environment.

USC Aiken's primary student computing resource lab is located in the Business and Education Building Suite 238. This area contains an open Windows and Macintosh computer lab and dedicated Macintosh and Windows classrooms. During fall and spring semesters, CSD Help Desk Personnel staff this area from 8:00 a.m. until 9:00 p.m. on Monday through Thursday and from 8:00 a.m. until 5:00 p.m. on Friday. During the summer, assistance is available from 8:00 a.m. until 5:00 p.m. Monday through Friday. Students have access to these facilities and most computing resources 24 hours a day, 7 days a week.

All academic computing is supported in the Windows and Macintosh environments.

Network and wireless services are provided through USC Aiken's state-of-the-art Cisco network, providing 100 megabit connections to the desktop, gigabit connectivity between buildings, access to the entire University of South Carolina network and the Internet. CSD manages several Windows servers providing the campus community with electronic mail, network printing, file sharing, and network applications. More information about CSD and the services it provides can be found at <http://www.usca.edu/csd>.

The Etherredge Center

The Etherredge Center, USC Aiken's center for the fine and performing arts, fulfills the University mission by providing a first-class facility and the support services of a professional staff to accommodate a variety of cultural activities held in the center.

In partnership with the University and greater Aiken Communities, the center supports the University's outreach mission by providing K-12 grade students with a variety of cultural performances including dance, theatre, and music. The Etherredge Center also offers programming designed to educate and encourage students to develop an appreciation for the visual and performing arts and programs to fulfill the cultural entertainment needs of both the external and campus community.

Thanks to the generosity of Cecil and Virginia Etherredge, the building itself houses two theatres: a 687 seat proscenium theatre and the O'Connell, a 100-seat thrust theatre as well as an art gallery and classrooms and offices for the Department of the Visual and Performing Arts. University programs presented in the facility include the USC Aiken Cultural Series, the University Concert Choir, Masterworks Chorale, Faculty Artist Recitals, and USC Aiken/Aiken Community Band performances. It is also home to the University Theatre and Playground Playhouse.

Ruth Patrick Science Education Center

The motto of the Ruth Patrick Science Education Center (RPSEC) is "Infusing a Love for Science, Technology, Engineering and Mathematics (STEM)." The RPSEC is a cooperative effort between the University of South Carolina Aiken, business, industry, the South Carolina Department of Education, and schools in the Central Savannah River Area of South Carolina and Georgia. The RPSEC challenges the present and inspires the future to effect systemic change in STEM education. Its hands-on approach to teaching endeavors to help people experience the beauty, the order, and the power of STEM, as well as the interest and fun of discovery.

In order to promote lifelong learning and empower individuals to make informed decisions, the RPSEC provides services to students, educators, and the public. The RPSEC staff uses research-based methods and materials, models effective instruction, and influences the quality of STEM education for students, teachers, and the public.

The RPSEC offers educational institutes, courses, and workshops for pre-service and pre-K-12 in-service teachers that are designed both to enhance their knowledge of STEM and to sharpen their teaching skills. Programs are also offered for K-12 students and their families to encourage greater interest in STEM. The RPSEC emphasizes innovative, hands-on approaches that are intended to excite and encourage students and teachers as they learn the content. The RPSEC draws upon the expertise of professional educators, engineers, and scientists from colleges, industries, and schools throughout the Central Savannah River Area to provide its services.

USC Small Business Development Center

The Small Business Development Center provides management assistance to small business through an office on the Aiken Campus. As a part of the SBDC Consortium for South Carolina, USC Aiken faculty meet with small business persons on a one-to-one basis to analyze problems and provide advice. Consultants include SBDC staff and USC Aiken faculty. Typical services include assistance in business planning, loan package preparation, feasibility studies, and financial analysis.

Child Care

The USC Aiken Children's Center is located on the south side of the campus and offers child care for faculty, staff, and students and the community for a reasonable fee. It is licensed by the State of South Carolina and employs qualified teachers and students of the University. The Center is nationally accredited and open twelve months a year. Full-time care is available for children ages six weeks through five years. The Children's Center not only provides quality child care but also serves as a training and research site for the USC Aiken School of Education's Early Childhood Education degree program.

USC Aiken Administration

Chancellor

Sandra J. Jordan,
Ph.D., University of Georgia

Executive Vice Chancellor for Academic Affairs and Provost

Daren J. Timmons,
Ph.D., Texas A&M University

Senior Administration

Mary Driscoll,
Vice Chancellor for University Advancement;
B.A., St. Bonaventure University

James Herlihy,
Director of Athletics,
Interim Director of Alumni Relations and the Annual Fund;
M.S.S.M., University of Alabama

Ernest M. Pringle,
Vice Chancellor for Information Technology and CIO;
M.P.A., University of South Carolina

C. Cameron Reagin,
Vice Chancellor of Finance and Administration and CFO;
M.B.A., C.P.A., Georgia Southern University

Ahmed Samaha,
Vice Chancellor for Student Affairs;
A.B.D., University of South Carolina

Academic Affairs

Judy A. Beck,
Dean, School of Education;
Ph.D., University of Toledo

Tony D. Carter,
Director of Financial Aid;
M.A., Appalachian State University

Jamie Edwards,
Director, Office of Distance Learning;
Ph.D., Indiana State University

Michael Fekula,
Dean, School of Business Administration;
Ph.D., Pennsylvania State University

Corey Feraldi,
Director of Career Services;
M.S., State University of New York College at Buffalo

P. Brock Gilliam,
Registrar;
M.S., High Point University

Andrew H. Hendrix,
Director of Admissions;
B.A., Winthrop University

Mark S. Hollingsworth,
Dean, College of Arts, Humanities, and Social Sciences;
D.M.A., University of North Texas

Chad L. Leverette,
Dean, College of Science and Engineering,
Director of Sponsored Research;
Ph.D., University of Georgia

Timothy Lintner,
Assistant Vice Chancellor for Academic Affairs,
Director of the Center for Teaching Excellence;
Ph.D., University of California-Los Angeles

Rodney E. Lippard,
Director of the Center for Student Achievement,
Director of the Library;
M.L.I.S., University of North Carolina at Greensboro

Thayer McGahee,
Dean, School of Nursing;
Ph.D., Medical College of Georgia

Robert A. Murphy,
Director, Office of Veteran and Military Student Success;
M.B.A., University of South Carolina

Michelle A. Petrie,
Director of the Honors Program;
Ph.D., University of Georgia

Daniel J. Robb,
Associate Vice Chancellor for Enrollment Management;
M.B.A., University of Massachusetts Boston

Gary J. Senn,
Director, Ruth Patrick Science Education Center;
Ph.D., Florida Institute of Technology

Nicole N. Spensley,
Director of Institutional Effectiveness, Research and Compliance;
M.S., Augusta University

Stacie L. Williams,
Director, Successful Transitions and Readiness (STAR) Programs,
Ph.D., University of South Carolina

Computer Services

Keith Pierce,
Director of Instructional Services;
B.A., Faulkner University

Christian Price,
Director, Technology Operations;
B.F.A., University of South Carolina

Chris Spires,
Director of Help Desk and Client Services;
B.S., Western Governors University

Finance and Administration

Richard Clark,
Physical Plant Manager

Karen Edgington,
Executive Director, Office of External Programs and
Continuing Education;
B.B.A., Colorado Mesa University

Leonard E. Engel,
Environmental Health and Safety Manager;
M.S., New York Institute of Technology - Old Westbury

Brian Enter,
Senior University Facilities Executive, P.E.;
B.S., University of South Carolina

Carla F. Hayes,
Human Resources Director;
M.Ed., University of South Carolina

Jeffrey J. Jenik,
Executive Director of Campus Auxiliary & Support Services;
B.S., Johnson and Wales University

Angie Osbon,
Budget Director;
M.B.A., University of South Carolina

J.J. Tramontana,
General Manager for Dining Services

Christina Ward,
General Manager of Custodial Services

Serena Whittikki,
Pacer Shoppe Director;
B.A., Armstrong State University

Lynn Williams,
Director of the Children's Center;
B.S., Lander University

Jason A. Zike,
Chief of Police;
B.S., Western Carolina University

Student Affairs

Landon Hoss Brown,
Assistant Director of Student Life – Diversity Initiatives;
M.A., University of Cincinnati

Elizabeth M. Dille,
Director of International Programs;
M.A., Shippensburg University of Pennsylvania

Cynthia B. Gelinas,
Director of Counseling, Student Health and Disability Services;
M.S.W., Florida State University

Kevin Kerr,
Director of Housing and Residence Life;
M.A., Clemson University
M. Ed., Clemson University

Kevin Nolan,
Associate Director of Student Life;
M.Ed. candidate, University of South Carolina

Mila Padgett,
Director of Campus Recreation and Wellness;
M.S., University of Southern Mississippi

Deri Wills,
Director of Assessment and Special Projects;
M.S., University of Central Arkansas

University Advancement

Robin F. Callicott,
Director of Major Gifts;
B.A., University of South Carolina

Judith Blackwell Goodwin,
CFRE, Development Officer;
B.M., Furman University

Leslie Hull-Ryde,
Director of News and Information;
M.A., George Mason University

James R. Raby,
Director of Marketing and Communications;
M.A., University of New Orleans

University of South Carolina System

President of the University

Robert L. "Bob" Caslen Jr.

Board of Trustees

Henry McMaster, *Governor of South Carolina, ex officio Chair*

John C. von Lehe Jr., *Chair*

Hubert F. "Hugh" Mobley, *Vice Chair*

C. Dan Adams

Chuck Allen

J. Egerton Burroughs

Alex English

C. Edward Floyd

J. Canty Heath Jr.

Richard A. Jones Jr.

Toney J. Lister

Miles Loadholt

Leah Bess Moody

Rose Buyck Newton

Robin D. Roberts, *ex officio*

C. Dorn Smith III

Molly M. Spearman, *ex officio*

Eugene P. Warr Jr., *Chairman Emeritus*

Thad H. Westbrook

Mack I. Whittle Jr.

Charles H. Williams

Aiken County Commission for Higher Education

Teresa H. Haas, *Chair*

Clarence Jackson, *Vice Chair*

Charles H. Marvin IV, *Secretary/Treasurer*

Kelly Brannon

Carlos F. Garcia, *ex officio*

Sandra J. Jordan, *ex officio*

King Laurence, *ex officio*

LaWana McKenzie

Sallye W. Rich

Timothy W. Simmons

Daren J. Timmons, *ex officio*

Admissions

The Office of Admissions recruits students, evaluates applications for undergraduate and graduate degree programs, and represents the institution to external constituencies. The office also works with internal constituencies to administer various policies such as South Carolina residency, international student admissions, and National Collegiate Athletic Association (NCAA) admissions compliance.

Applicants must complete appropriate admission forms and submit them with required credentials, such as the application for admission, official high school and/or college transcripts, and standardized test scores to the Office of Admissions. Students should apply online at www.usca.edu.

Applicants must apply for and take the SAT or ACT college entrance examinations well in advance of the term for which they seek admission. The applicant is responsible for having the results of all entrance examinations sent to the Office of Admissions.

Applicants over the age of 21 may not be required to submit entrance examination results. However, the applicant must submit other credentials which **provide evidence of reasonable academic potential**. Scores from college entrance examinations will be required in the absence of satisfactory credentials or evidence of academic potential.

A one-time, non-refundable \$45.00 application processing fee is required of all applicants and must accompany the online application.

Applications submitted more than one year in advance of the anticipated date of enrollment will be acknowledged, but no action will be taken until admission standards for the year in question have been established. The number of students admitted and enrolled in any year will be determined by the capacity of the institution to provide for the educational and other needs of the students and by budgetary or other appropriate considerations. Admissions policies and procedures are subject to continuous review and may be changed without notice.

DEADLINE: The priority deadline for Fall admission is December 1st of the previous year.

Categories Of Admission

Freshman Admission

To be eligible to be considered for admission, freshman students must meet minimum standards of standardized test scores, class rank, course selection, and high school Grade Point Average.

Students should prepare for the challenges USC Aiken will present by taking strong academic courses in high school, with core academic courses taken on the college-prep, honors, or higher level. Information is available at www.usca.edu/admissions. Exceptions may be made for students from out-of-state who have not completed these courses, as long as they have completed a college-prep curriculum as defined by their state.

Provisional Admission

The University may offer a provisional admission to students who demonstrate academic potential but do not meet requirements for regular admission. The First PACE program is an academic invitation-only program and provides an avenue for students provisionally admitted to earn regular admission after successful completion of First PACE requirements. Program requirements are specified in the letter of acceptance and can be reviewed at www.usca.edu/star/first-pace/.

Readmission

Students who discontinue their enrollment during a fall or spring semester must apply for readmission to return to USC Aiken at a later term. Students who attend a spring semester and do not attend the following summer terms are not required to apply for

readmission for the following fall semester. A \$10.00 application fee is required of readmit students.

Readmission to the University and to the program in which the student was previously enrolled is not automatic. An interview may be requested and some basis for a favorable decision may be required.

A student who leaves the University in good standing, misses one or more major semesters, and attends another institution while away must submit the application for readmission and official transcripts of all college-level work attempted during his/her absence from the University. Such applicants must meet the same requirements as transfer students.

A student who leaves the University by suspension must apply for readmission upon completion of the period of suspension and qualify for readmission to the major program requested. See the "Academic Regulations" section of this bulletin for additional information.

Transfer Admission

An applicant who, having graduated from high school, has attended another college-level institution and attempted one or more courses, is a transfer student, regardless of credit earned. If fewer than 24 semester hours (or 36 quarter hours) of college-level work have been attempted, the applicant must meet both transfer and freshman entrance requirements.

Transfer applicants for admission must submit:

1. Completed application forms;
2. \$45.00 non-refundable application processing fee;
3. Complete official transcripts through the time of application from all colleges/universities attended; these to be supplemented by final transcripts to reflect complete academic work prior to beginning classes at the University;
4. Complete high school records including entrance exam results if less than 24 semester hours have been attempted at a college or university;
5. Course-by-course transcript evaluation by a National Association of Credential Evaluation Services (NACES)-affiliated agency (www.naces.org) for any college coursework attempted outside of the United States.

To be considered for admission, transfer students are required to have a minimum 2.0 cumulative GPA (on a 4.0 GPA scale) in all previous college-level course work. In addition, they **must be in good standing and eligible to return to the institution last attended**. Students must request and submit *official* transcripts from each previous academic institution. (Hand delivered transcripts will be considered unofficial.) **The applicant must submit transcripts of all previous college courses attempted whether or not credit was earned and regardless of whether the applicant wishes to transfer any credit. Failure to report all attempted college courses may constitute sufficient cause for later dismissal from the University.**

Assessment of Academic Records

In addition to the general requirements for transfer admission outlined in this section, the Schools of Business Administration, Education, and Nursing, along with the Exercise and Sports Science program set additional requirements that are higher than the University's minimum standards. Initial admission to the University does not guarantee admission to these schools or programs. For more specific information concerning entrance requirements for individual schools and departments, contact the appropriate school or program.

Schools and Departments within the University have the right to

consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses.

As a general rule, credits earned in courses that fall in one or more of the following categories are not acceptable in transfer to USC Aiken:

1. Courses that are occupational or technical in nature;
2. Courses that are essentially remedial in nature;
3. Courses from a two-year institution which are considered upper-division or upper-level at the University;
4. Courses from a two-year institution that are not listed as part of that institution's college parallel program.

Transfer credit will not be accepted for courses the equivalent of which a student has been enrolled in previously at the University, unless the academic work presented for transfer represents a minimum of a full year of resident work at the other institution. Similarly, a student cannot receive credit for a course taken at the University if he/she has received transfer credit for an equivalent course previously taken at another institution.

USC Aiken will *not* accept transfer credit for non-USC courses in which the student made a grade of D+ or lower.

Evaluation of Transfer Credits

Applicants for admission with advanced standing, having completed all admission procedures and requirements, will be given a statement of credits accepted by transfer to the University. Each course will be evaluated by the appropriate department chair/school dean to determine whether to award credit. The number of credits acceptable to the University and the number which may apply toward a particular degree may differ. Students must refer to their degree audit to determine how many of those hours have been applied to their major at USC Aiken.

Original records may be required and evaluated for courses exempted at a previous college. Exemption credit or acceptance of transfer credit by another college has no bearing on the evaluation of transfer credit at USC Aiken. Typically, only undergraduate courses taken at a regionally accredited institution of higher education which are comparable in content and credit hours to specific courses offered by USC Aiken and in which grades of "C" or higher have been earned will be accepted for transfer. (State-wide policies concerning transfer credit can be found under Academic Affairs and Regulations.) It is permissible for credit from a graduate level course to be used for an undergraduate waiver of a requirement if it is carefully examined and approved by the appropriate department head/dean. This waiver will only be granted on a case by case basis for exceptional circumstances.

Evaluation of transfer credit awarded and the application of that credit to a degree program are valid only at the time the evaluation is conducted and may not apply if the student elects to change curriculum, major, degree, or university. Transfer credit awarded to a student who has been absent from the University for more than 36 months must be re-evaluated according to the standards in effect at the time the student is readmitted. Advisors and students are urged to use Degree Works to review the application of transfer credit.

Students who need additional information about a transcript evaluation or who wish to appeal an evaluation should contact the Office of the Registrar. Information about earning course credit through challenge or CLEP examinations may be obtained from the Office of the Registrar.

First PACE

The Promoting Academic Commitment and Excellence (First PACE) Program at USC Aiken guides first-year students in developing and strengthening their academic skills, while providing opportunities to

cultivate meaningful relationships with other students, faculty, and staff. First PACE is a learning community offered during the fall and spring semesters. Students enrolled in First PACE have access to a specially-trained academic advisor, faculty, mentors, and tutors who work with students to develop their educational plans. The Office of Admissions reviews all applicants for general admission to the University. Those who present standardized test scores, high school GPAs, or high school class rankings slightly below regular admissions standards may be considered for a First PACE invitation.

Pacer Pathway Program

The Pacer Pathway Program is an invitation-only, one-year residential program offered jointly by the University of South Carolina Aiken and the University of South Carolina Union. The Pathway provides first-time college students with structure and comprehensive support from both institutions; it offers affordability, access, academic support, and the eventual opportunity to enroll at USC Aiken. Pacer Pathway students enjoy great benefits while working to meet USC Aiken admissions requirements. Students will live on campus at USC Aiken while completing their first year of courses through USC Union. All residences, courses, and activities are on the Aiken campus; and Pathway students will have full access to all the benefits of being a USC Aiken student. After successful completion of the first year (30 credits), Pacer Pathway students will be eligible to transfer seamlessly to USC Aiken as a fully admitted student.

Change of Campus

To be admitted to the USC Aiken campus, change of campus students must submit an application via Self Service Carolina, be in good academic standing at the original campus of attendance, as well as maintaining a minimum 2.0 cumulative GPA (on a 4.0 scale). Those students who have attempted fewer than 24 hours of nondevelopmental course work must also meet freshman admission requirements.

Non-Traditional Students

Non-traditional students at USC Aiken are typically students who are 25 years of age or older. Non-traditional students may also be students who do not attend college the semester after they graduate from high school, who transfer directly from another college to USC Aiken, or who have been employed for two years or more.

Admissions Requirements for Non-Traditional Students: Non-traditional students must submit the same credentials as other students, (high school and college transcripts), with the exception (if over the age of 21) of not submitting SAT or ACT results. However, students without SAT or ACT scores, must submit other credentials which provide evidence of reasonable academic potential.

Awarding Academic Credit to Non-Traditional Students:

Students may validate the knowledge they have gained through work or public service experiences by submitting the results of CLEP subject exams, taking USC Aiken challenge exams (exams, portfolios, etc.), or submitting documents indicating educational experiences in the military. Appropriate scores, which have been established by the University, will result in credit being awarded for work and/or public service experience. USC Aiken policy also states that a maximum of 30 semester hours of non-traditional credit may be applied to a baccalaureate degree.

Palmetto College

Students applying for admission to USC Aiken via Palmetto College will be required to meet either transfer, readmission, or change-of-campus requirements. Given the program is an online degree completion program, close coordination with the USC Aiken Palmetto College advisor will be key. For more information, please call (803) 641- 3595.

Military Service Member Student Admission

All Military Service Member students applying for admission: ensure you speak with your Education Service Officer or counselor within your unit/department or service branch prior to enrolling. The USC Aiken Office of Veteran and Military Student Success Director is designated as the point of contact for academic and financial advising, including access to disability counseling, to assist Service Members, Veterans and Military Family Members with completion of studies and with job search activities.

International Student Admission

All international students applying for admission to an undergraduate degree program must complete an international student application, attach a \$100 application fee, and submit it to the Office of Admissions at USC Aiken. All international students must submit bank statements or certified statements for financial ability to provide \$28,410.00 (amount subject to change) or more for twelve (12) months' total expenses. This is required before the I-20 certificate of eligibility can be signed.

Due to the complexities of evaluating international applications, along with problems associated with postage and traveling, international students **must submit an application at least six months prior to the semester the student wishes to enter.**

International Freshmen applicants

In addition to the application and fee indicated above, freshmen applicants from foreign countries are required to submit:

- Official copies of secondary school (high school) transcripts, certificates, and/or scores, including certified English translations of all transcripts;
- Proof of English proficiency for applicants for whom English is not their language of everyday use. This proficiency may be demonstrated in one of the following ways:
 - TOEFL (Test of English as a Foreign Language) score of 550 or higher on the paper-based version (PBT) or 80 on the internet-based version (iBT);
 - IELTS (International English Language Testing System) score of 6.0 or higher with no sub score lower than 5.0;
 - PTE Academic (Pearson Test of English) score of 53 or higher.

Students who score between 500-549 on the PBT version or 61-79 on the iBT version of the TOEFL, or 5.0-5.5 on the IELTS (no sub score lower than 5.0), or 42-52 on the PTE Academic, may be admitted but must take English 110 (ESOL Conversational English) and/or English 111 (ESOL Reading and Writing), in their first semester at the University.

International Transfer applicants

International students who are applying for admission and have attempted one or more courses at post-secondary institutions are considered to be transfer students, and must meet the transfer student requirements outlined in the USC Aiken Bulletin under Transfer Admission. If the applicant has completed fewer than 24 semester hours of college-level work, he/she must meet both transfer **and** freshman entrance requirements. In addition to the application and fee, the international transfer student must submit:

- Complete official transcripts of college-level courses through the time of application; these are to be supplemented by final transcripts to reflect complete academic work prior to beginning classes at the University. Transfer students who have earned a degree or taken any courses in countries outside the US must have an official transcript evaluated by a professional evaluation service affiliated with the National Association

of Credential Evaluation Services (NACES - www.naces.org). This "course by course" evaluation must be forwarded directly to the USC Aiken Office of Admissions from the evaluation service. Costs associated with using these services are the responsibility of the student. Students will not be considered for admissions until this evaluation is received.

- Proof of English proficiency for applicants for whom English is not their language of everyday use. This proficiency may be demonstrated in one of the following ways:
 - TOEFL (Test of English as a Foreign Language) score of 550 or higher on the paper-based version (PBT) or 80 on the paper-based (PBT) version or internet-based version (iBT);
 - IELTS (International English Language Testing System) score of 6.0 or higher with no sub score lower than 5.0;
 - PTE Academic (Pearson Test of English) score of 53 or higher.

Students who score between 500-549 on the PBT version or 61-79 on the iBT version of the TOEFL, or 5.0-5.5 on the IELTS (no sub score lower than 5.0), or 42-52 on the PTE Academic, may be admitted but must take English 110 (ESOL Conversational English) and/or English 111 (ESOL Reading and Writing), in their first semester at the University.

If the applicant has attempted fewer than 24 semester hours of college-level work, the following must also be submitted:

- Official copies of secondary school (high school) transcripts, certificates, and/or scores including certified English translations of all transcripts.

The Director of Admissions reserves the right to request other information which may be necessary to evaluate the application. The English proficiency requirement will be waived for a transfer student if the student has completed the equivalent of USC Aiken's English 101 and 102 courses with a C or better at an accredited post secondary institution in the US. If the student has only completed English 101 with a C, he/she will be required to take English 111 in their first semester at the University.

Requirement for Bilingual Speakers

Students whose native language is other than English are exempt, without credit, from USC Aiken's languages requirement if they have a minimum score of 500 on the TOEFL PBT, 61 TOEFL iBT, 5.5 IELTS, or 47 PTE Academic. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

All exemptions must be approved by the Chair of the Department of Languages, Literatures, and Cultures and the department chair/dean of the student's degree program.

The Department of Languages, Literatures, and Cultures encourages exempt students to use electives to pursue other language and cultural studies.

Graduate Admissions and Programs

The mission of graduate programs at the University of South Carolina Aiken is to promote high academic standards and best practices, embrace new and emerging technologies, and provide current and relevant excellence in graduate education. USC Aiken graduate programs are designed to give qualified individuals professional competence in specialized disciplines and trains scholars, research specialists, teachers, and experts in various professions.

The University offers the Master of Education, Master of Science, and Master of Business Administration degrees. Admission

to these programs is competitive and the process is begun by completing the online application at <https://www.usca.edu/admissions/apply>. All programs do not admit students for all semesters; you should refer to the individual graduate program in order to find deadlines and requirements. While there are some variations in requirements for each program, typically, you will be required to complete the following:

- Online application and fee
- Official transcripts of all college work completed
- Test scores (GRE or GMAT)
- Statement of Intent
- Letters of Recommendation
- Resume

There are additional requirements for international students which included transcript evaluations, English language proficiency scores, and other immigration documentation.

For information on specific graduate programs offered at USC Aiken, please refer to the Graduate Programs section found later in this bulletin.

Admission of Non-Degree Students

Applicants who wish to attend the University for one semester or on some limited basis may be approved to do so upon submitting an application and application fee. The Office of Admissions reserves the right to determine the proper category of admission and to determine what credentials may be required. **Applicants who have been officially denied admission are not eligible as non-degree students.**

Dual Enrollment is a program offered by the University of South Carolina Aiken to high school juniors and seniors. It provides an opportunity for students who are capable of meeting an increased challenge to earn college credit by taking courses offered by the university while still enrolled in high school. To be considered for this program, students must submit: an application for dual enrollment, high school transcripts, SAT/PSAT or ACT scores, a letter of approval from parent or guardian, a letter of approval from high school principal or guidance counselor.

Student Eligibility

- Student must be a junior or senior in high school.
- Students must score at least 1020 on the SAT or PSAT or 21 on the ACT.
- Students must submit a high school transcript and rank in the top 25% of their high school class or show a 3.5+ GPA on the SC UGP scale.
- Students must submit approval from their high school (Principal or Guidance Counselor signature).
- Students must submit approval from parent or guardian (signature).
- Students must avoid courses which are offered by the students' high school
- Students must meet the prerequisites of any USC Aiken course before enrolling in that course.

Students admitted to this program will be enrolled in regular college courses in general subject areas chosen in consultation with the student so as to complement their high school program. Students who are successful in their first course(s) may be able to continue their enrollment in this program during subsequent terms.

Early Admission. Under exceptional circumstances, a high school student wishing to leave high school prior to graduation and enroll full-time at USC Aiken may apply to this program. The student must demonstrate both academic and social skills needed for college. To

be considered for this program, the student must submit:

- An admissions application and application fee;
- A cover letter requesting admission;
- A letter of approval from parent or guardian;
- A letter of comment from his/her principal;
- High school transcripts;
- Achievement and PSAT or SAT scores if available.

Non-Degree students are those wishing to take course(s) for personal enrichment or professional enhancement. Entrance exams, transcripts, and recommendations are generally not required. Students admitted in this classification may *not* earn more than 30 semester hours of credit and *must* be admitted as regular, degree-seeking students before credits may be validated and applied toward any USC degree. **Applicants who have been officially denied admission as degree seeking students are not eligible as non-degree students.** Non-degree students are subject to all standard University regulations.

Auditing. A person may audit courses of his/her choice at USC Aiken. A person desiring to audit courses must apply as a special student. Auditing is granted on a space-available basis only. An admission application and the application fee must be submitted. **Once audited, a course may not be taken for credit.** See Registration in the "Academic Regulations" section of this bulletin for further information.

Transient. Admission to undergraduate courses for one semester or two summer terms may be granted to students from other colleges and universities who are certified to be in good academic standing and whose program of study at USC Aiken has been approved by their academic dean or registrar.

Such students must also provide evidence that they have met the prerequisite of any USC Aiken course which requires them.

Unclassified Students. Students who hold a baccalaureate degree may be admitted to undergraduate credit courses upon submission of an application and transcript showing graduation with a bachelor's degree from a college or university, or a copy of their diploma. This category is designed for those students not desiring to attend graduate school but seeking instead credits for teacher accreditation and similar purposes.

The period of enrollment in these categories is limited by either time or number of allowable credits. Non-degree students are not eligible for financial aid or housing during the fall or spring terms.

Special Students. Those persons not meeting the above criteria for admission may petition for special consideration and may do so by request through the USC Aiken Office of Admissions. The right of personal interview and appeal is available (also see Right of Petition under Academic Affairs and Regulations). Students wishing to petition for admission must meet the following deadlines:

Fall Semester	—	August 1 st ;
Spring Semester	—	December 1 st ;
Summer I Session	—	May 1 st ;
Summer II Session	—	June 1 st .

For information on academic advisement for non-degree students, see Academic Advisement under Academic Affairs and Regulations

Admission of Senior Citizens

South Carolina state law (59-111-320) authorizes USCA to permit legal residents of South Carolina at least sixty years of age to attend classes without the payment of tuition, **on a space available basis**, provided that such persons meet admission and other standards deemed appropriate by the University, and do not receive compensation as full-time employees. Senior citizens interested in registering for classes should contact the Office of the Registrar for

directions and assistance. (Application fee, books, supplies, parking decals, and other fees are not covered by this law and will be the responsibility of the senior citizen).

Citizenship Verification

USCA students must present proof of citizenship or lawful presence in the U.S. before enrolling in order to comply with section 59-101-430 of the South Carolina Code of Laws, as amended, which requires that lawful presence in the United States is verified before enrollment at any public institution of higher education. Students who are not verified as citizens during the federal financial aid application (FAFSA) process must present proof of citizenship. Verification of immigration status for non-citizens will be conducted by International student officials.

Immunization Requirements

All students born after December 31, 1956 must furnish proof of receiving two doses of measles (rubeola), mumps, and rubella (German measles), known as the MMR vaccine on or after their 1st birthday prior to registration. Proof of Immunity requests documentation of one of the following:

1. Receiving two MMR vaccines (shots) after January 1, 1968 and on or after 1st birthday (Initial vaccination acceptable no earlier than 4 days before the first birthday), OR
2. Positive serum titers (blood antibodies) to measles, mumps, and rubella (German measles). Positive serum titers must have been performed within the last 5 years and a copy of the lab results sent to confirm results.

Freshman who live on campus must also comply with the housing requirement regarding the meningococcal meningitis vaccine. For additional information, please visit the following website: <https://www.usca.edu/admissions/apply/forms>

The following vaccines are ***strongly recommended*** for all students but are not mandatory: Meningococcal, Hepatitis B, Varicella (if no prior history of chicken pox), and Tdap (tetanus/diphtheria/acellular pertussis. Pertussis is also known as 'whooping cough').

International Students additional requirement:

International Students should have a tuberculosis screening if they are not from the following countries:

Canada, Jamaica, Saint Kitts and Nevis, Saint Lucia, USA Virgin Islands (USA), Belgium, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Malta, Monaco, Netherlands, Norway, San Marino, Sweden, Switzerland, United Kingdom, American Samoa, Australia, or New Zealand.

Additional Credit

College Board Advanced Placement (AP) Examinations

The University of South Carolina Aiken supports the College Board's Advanced Placement Program, which allows high school students the opportunity to pursue college level courses in their own schools and to be taught the material by their own teachers. After completion of the AP courses, students take the appropriate AP test to determine their level of achievement. For college credit to be awarded, a student must have official score reports from the College Board sent directly to the Office of Admissions at USC Aiken.

In accordance with policies established by the South Carolina Commission on Higher Education, USC Aiken will award credit for AP scores of three or higher, unless evidence is presented for good cause not to do so. In addition, the S.C. Commission on Higher Education has issued the following policies:

Because of the major overlap in course content between the two

English AP exams, the awarding of AP credit in English should be treated separately from that of other disciplines as follows:

1. If a student receives a score of "3" or "4" on either English AP exam, credit would be awarded for English A101 or its equivalent (three credits);
2. If a student receives a score of "3" or "4" on both English AP exams, or a "3" on one and a "4" on the other, credit would be awarded for English A101.
3. If a student receives a score of "5" on either or on both English AP exams, credit would be awarded for English A101 and A102 or their equivalent (six credits).

For additional information concerning the awarding of AP credit, contact the USC Aiken Office of the Registrar.

International Baccalaureate (IB) Policy

The University of South Carolina Aiken recognizes the academic challenge inherent in the IB Program and encourages students who have completed the IB diploma to apply. IB graduates who score well (4-7) on their *Higher Level* exams will be awarded college credit as determined by the academic departments. No credit is awarded for subjects passed at the Subsidiary level of IB, nor for scores below 4 on the higher level exams. IB credit is awarded for IB *Higher-Level* examination scores in the following areas: English A1, Biology, Business and Organization, Chemistry, Computing Studies, Economics, Foreign Languages, Geography, History, Mathematics, Music, Physics, Psychology, Social Anthropology. To receive credit, the student must have the official examination results sent to the Office of the Registrar, USC Aiken, Aiken, SC, 29801.

For additional information concerning the awarding of IB credit, contact the USC Aiken Office of the Registrar.

College Level Examination Program (CLEP)

For more information see College Level Examination Program (CLEP) under Academic Affairs and Regulations.

Credit by Examination (Challenge Exam)

For more information see Credit by Examination under Academic Affairs and Regulations.

Credit Granted for Educational Experiences in the Military

USCA recognizes the educational experiences and training that members of the armed forces receive during their time of enlistment. Academic credit may be awarded for educational experiences in the military if they are in accordance with recommendations published by the American Council on Education (ACE) and are consistent with University policy on transfer of credit. Credit will be evaluated by the appropriate department chair/school dean to determine whether to award credit. Credit awarded for educational experience in the military may be extremely limited and may not be applicable in certain degree programs.

For additional information concerning the awarding of credit for military training, contact the USC Aiken Office of Admissions.

Academic Common Market

A cooperative tuition-reduction agreement among 14 Southern Regional Education Board states is in place to allow students to take academic programs not available in their state.

USC Aiken has one program recognized by the Academic Common Market, the Bachelor of Science degree with a major in Industrial Mathematics.

If interested in this program, students must be admitted to USC

Aiken as a degree-seeking student. Then contact your state coordinator for additional information.

Placement Examinations

The purpose of the mathematics placement test is to assess each student's ability in mathematics and help place her/him in the proper initial mathematics course. The test is required for all incoming students who plan to enroll in Math A108 (Applied College Algebra) or above. Students who have scored a 3, 4, or 5 on the Educational Testing Service Calculus Advanced Placement (AP) Exam will not need to take the mathematics placement test.

The mathematics placement test is for **initial** placement only. Students who have completed a mathematics course at USC Aiken (regardless of the letter grade earned) **cannot** later take the math placement test in an attempt to place into a higher level course or to exempt a prerequisite. Students who wish to get credit for a mathematics course through testing should take the CLEP exam for the desired course.

Transfer Students:

- Transfer students who have already earned a baccalaureate degree from an accredited college do not have to take the placement test.
- Transfer students who receive transfer credit for MATH A104 or higher (excluding MATH A170, MATH A221 and A222) do not take the placement test and may proceed to the next required mathematics course for their major or the next mathematics course for which they have the required prerequisite. Courses that transfer as statistics courses with the prefix STAT do not qualify as mathematics courses for placement purposes.
- Transfer students who have not received transfer credit for MATH A104 or above (excluding MATH A170, MATH A221 and MATH A222) must take the placement test.

For additional information regarding the mathematics placement test, contact the Department of Mathematics and Computer Science.

Placement in Languages, Literatures and Cultures (French, German, Italian, Latin and Spanish)

- Students beginning to study a new language enroll in A101.
- Students enrolling in a second language that they have previously studied (whether in high school or college) will be placed at the appropriate level based on previous second-language courses and grades. Each student's advisement folder will contain written information that specifies the level of the language in which they have been placed.
- Students who place in A210 or in any of the second language courses above A210 that are listed below and pass the course with a grade of C or better will have fulfilled USCA's second language requirement. Students who transfer courses equivalent to A210 or those listed below will have fulfilled USCA's second language requirement. Credit will be assigned only for the course the student passed or transferred with a C or better.

FREN: A300, A301, A302, A303, A305, A306, A307

GERM: A300, A301, A303, A305

SPAN: A303, A308, A316, A317, A318, A319, A320, A321, A340, A426, A488

Chart 1. High School Course Prerequisites for Freshmen who graduated from high school between 1988-2000

Area	Units	
English	4:	At least two units having strong grammar and composition components; at least one unit in English literature; and at least one unit in American literature
Mathematics	3:	These include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II); Algebra II, and Geometry. A fourth unit is strongly recommended (i.e., precalculus, calculus, statistics, or discrete mathematics).
Laboratory Science	2:	At least one unit each of two laboratory sciences chosen from biology, chemistry or physics. A third unit of laboratory science is strongly recommended for prospective science, mathematics and engineering students.
Foreign Language	2:	Two units of the same foreign language.
Social Sciences	3:	One unit of US History is required; a half unit of Economics and a half unit in Government are strongly recommended.
Electives	1:	One credit of advanced math or other computer science, or combination of these; or, one unit of world history, world geography or Western civilization.
Physical Education or ROTC	1	

Chart 2. High School Course Prerequisites for Freshmen who graduated from high school in 2001 and beyond

Area	College Prep Units	
English	4:	At least two units having strong grammar and composition components; at least one unit in English literature; and at least one unit in American literature
Mathematics	4:	These include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II); Algebra II, and Geometry. It is strongly recommended that the fourth unit be a higher-level mathematics course (i.e., precalculus, calculus, statistics, or discrete mathematics).
Laboratory Science	3:	Two units must be taken in two different fields and selected from biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (biology, chemistry or physics) or from advanced environmental science with laboratory or marine biology with laboratory for which biology and/or chemistry is a prerequisite. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement.
Foreign Language	2:	Two units of the same foreign language.
Social Sciences	3:	One unit of US History is required; a half unit of Economics and a half unit in Government are strongly recommended.
Electives	4:	Four college preparatory units must be taken from three different fields selected from among Computer Science, English, Fine Arts, Foreign Languages, Humanities, Lab Science (excluding earth science, general physical science, general environmental science or other introductory science courses for which biology and/or chemistry is not a prerequisite), Mathematics above the level of Algebra II, and Social Sciences. It is strongly recommended that one unit be in Computer Science which includes programming (not just keyboarding) and one unit in Fine Arts (appreciation of, history, or performance).
Physical Education or ROTC	1	

Please visit www.usca.edu/admissions for details.

Student Affairs

Student Life

The Student Activities Center is the focal point of campus life—providing comfortable lounge facilities, a cafeteria, Starbucks, and meeting and work areas for student organizations. There are more than 70 active organizations and the University encourages and fosters many co-curricular activities and organizations that are designed to complement and enhance the academic and social life of its students.

Athletics

With the goals of both athletic and academic excellence, the Athletic Department at USC Aiken is a well-rounded intercollegiate program. USC Aiken is committed to fielding competitive athletic teams which are comprised of academically qualified student athletes. USC Aiken holds membership in the NCAA Division II and is a charter member of the Peach Belt Conference (PBC). The PBC—consisting of Augusta University, Clayton State University, Columbus State University, Georgia College, Georgia Southwestern State University, Lander University, Francis Marion University, University of North Carolina at Pembroke, University of North Georgia, Flagler University, Young Harris College, and USC Aiken—has conference championships in fifteen different sports. The “Pacers” compete on a conference, state, and national level in ten different sports: men’s and women’s soccer, men’s and women’s cross-country, men’s and women’s basketball, women’s volleyball and softball, and men’s golf and baseball.

Facilities are also a plus. The Roberto Hernandez Baseball Stadium is state of the art. The 3500 seat Convocation Center is among the finest in the Southeast. The Pacers also have an on-campus cross country course, Pacer Path, and lighted soccer and softball fields.

Leadership Programs

The Emerging Leaders class (ASUP A110) is an eleven-week leadership training program designed especially for students interested in developing their leadership potential. The class teaches students leadership behavior skills, enhances personal development, introduces students to key campus personnel and other student leaders, and helps build confidence in students for participating in future leadership positions. During the class, topics covered include, but are not limited to leadership styles, community service, power and authority, ethical dilemmas, cultural diversity awareness, personality types, and stress/time management. The class includes a weekend retreat and an invitation to participate in various other leadership training and service programs sponsored by the Office of Student Life. The class is a two-credit course.

The Citizen Leadership class (ASUP A210) is a two credit course which focuses on applying leadership theory to active service learning experiences. Students will look at citizenship from a variety of perspectives and reflect on their roles as leaders and citizens.

The Leadership Exchange course (ASUP A310) is a two-credit course offering a unique opportunity for USC Aiken students to enhance their leadership skills by learning about an important issue facing our country and how committed citizens can help make a difference. Participants will be selected based on their application and will participate in a leadership exchange program with another institution. Selected students will travel to that university for four days, and then host students from the university to our Aiken community.

The College to Career course (ASUP A410) is a one-credit course offering USC Aiken upperclassmen the opportunity to prepare for the work force by learning how to translate their experiences as USC Aiken into employable skills and talents.

The Leadership USC Aiken certificate program is an unique

program cosponsored by the Career Services Office and the Office of Student Affairs. We believe strongly in preparing our graduates to be ready to transition into the world of work and becoming active citizens in their communities. Through a variety of academic classes, workshops, and learning opportunities, students gain a competitive edge as they enter a complex and competitive society.

For more information on Leadership Programs, contact the Vice Chancellor of Student Affairs, Ahmed Samaha, at 641-3411 or ahmeds@usca.edu.

Pacer Union Board

Pacer Union Board (PUB) provides an opportunity for USC Aiken students to become involved in campus life by providing quality entertainment and programs for the campus community. The Pacer Union Board utilizes a special event planning structure. Each special event is coordinated by a student who is responsible for program development and implementation. Everyone is encouraged to become active in originating and executing activities for the campus through the USC Aiken Pacer Union Board committees. Participating in PUB will provide students the opportunity to develop new friendships, have a voice in campus programming, and enhance the leadership skills that they already possess in addition to developing new ones.

Student Government

Involvement in Student Government is one of the most valuable learning experiences that a student may have. It provides the student the opportunity to participate in the decision-making process at USC Aiken. Through SGA, the student can acquire and cultivate leadership skills in the legislative process.

The students at USC Aiken have a constitution governing their Student Government Association. All students are encouraged to read this constitution and to run for the various offices created by it, thereby becoming more involved in campus affairs. Since Student Government is no more effective than the enthusiasm and dedication of the students who participate in it, individual involvement is very important and students are encouraged to seek elected positions. Campus-wide elections are held once during each academic year to fill SGA seats vacated on a rotating basis.

Student Media

Student Media at USC Aiken is comprised of *Pacer Times* (news organization) and *Broken Ink* (literary and arts magazine). Both are operated by students, offering valuable experience for all interested students, regardless of major. Students can also gain experience in sales, as student advertising representatives working for *Pacer Times*.

Student Organizations

The numerous campus clubs and organizations include a variety of special interest groups, service groups, social groups such as fraternities and sororities, religiously oriented groups, Student Government, Pacer Union Board, and Student Media. A men’s and women’s athletics program and an intramurals/recreation program round out the exciting student life opportunities on the USC Aiken campus.

USC Aiken Board of Publications

Created in 1986, the Board of Publications (Media Board) is composed of three faculty members and four students who allocate student activities funds to the student publications which come under the board’s cognizance. These are *Pacer Times* (news organization), and *Broken Ink* (literary and arts magazine). The Board is the governing body for these media and sets high journalism standards in keeping with sound ethics.

Campus Recreation and Wellness

The mission of Campus Recreation and Wellness is to connect, educate, and inspire the campus community to lead a balanced healthy lifestyle through exceptional facilities, programs and services. This area consists of the Wellness Center, Natatorium, Intramurals and Club Sports.

The Wellness Center seeks to provide safe, well-equipped facilities and trained, caring staff to the campus and Aiken Community. Located in the lower level of Business and Education Building, the Center is open seven days a week, housing a cardiovascular and strength training area, an aerobics room, an exercise testing laboratory, an educational room and locker room facilities.

The Natatorium is adjoining the Student Activities Center. The pool is open seven days a week for lifeguard-supervised activities including lap swimming, water aerobics, recreational activities, and pool party rentals. A competitive swim league also trains at the Natatorium. Locker room facilities are available.

Intramurals consists of competitive and noncompetitive activities that students can engage in to stay physically active. The program is designed to offer a variety of challenging and enjoyable activities to every member of the student body. Activities include vigorous team sports such as flag football, soccer, volleyball and basketball; competitive individual events such as table tennis and pool tournaments; and non-competitive recreational activities.

Club Sports are considered a student organization and bring in the atmosphere of competition against other campuses across the region. USC Aiken has eight club sport organizations including three styles of equestrian, shotgun, swim club, and ping pong club. Clubs can be created by any student at USC Aiken with an interest in a specific competitive event.

Automatic Teller Machine (ATM)

An ATM is located in the Student Activities Center near the USC Aiken Bookstore.

Campus Dining

Campus Dining's mission is to maintain its unique partnership with the Aiken community. Campus Dining strives to provide high quality products and excellent service to USC Aiken students, administration, faculty, staff, visitors, and local residents.

The University contracts with one of the country's premier food service operators to offer many dining options at USC Aiken, including:

- The Cafeteria located in the Student Activities Center, which offers a full service cafeteria featuring a salad bar, display cooking, subs, and grilled entrees. Also located in the SAC is Starbucks Coffee.
- The Station located in the Humanities and Social Sciences Building, which includes subs, salads, pastries, and gourmet coffee.
- Pacer Market located at Pacer Downs serving snacks, and selling supplies and household items.
- Nightingale's Cafe located in the Nursing Building offering breakfast and lunch items.

Meal Plan Options

Meal plans are an excellent way to ensure proper nutrition and budgeting. Additionally, they offer the best dining value! There is a meal plan to suit the needs of every student.

Rates and meal plans may be subject to change, and are listed here: <https://www.usca.edu/housing/living-on-campus/campus-dining/meal-plans>.

A Special Note to Students Residing in University Housing

All students residing in university housing are required to purchase

a meal plan.

Freshman and Sophomore residents may choose from Meal Plans **A, B, or C**.

Junior and Senior residents may choose from Meal Plans **A, B, C, D, or E**.

Students residing in university housing will sign up for a meal plan when they complete their housing application; all other students should sign up during the registration process. All students must present a valid USC Aiken I.D. and a receipt showing payment for the meal plan to the campus dining office located in the cafeteria in the Student Activities Center to activate their meal plan.

Questions, comments, or suggestions regarding campus dining may be directed to:

J.J. Tramontana, *Director, Dining Services*

471 University Parkway

Aiken, SC 29801

803-641-3388

OR

Jeff Jenik, *Executive Director, Campus Auxiliary and Support Services*

University of South Carolina Aiken

471 University Parkway

Aiken, SC 29801

e-mail: jeffj@usca.edu

Pacer Cards

Pacer Cards are ideal for those students not required to purchase a meal plan, commuter students, faculty and staff, or as a way to supplement an existing meal plan. Pacer Cards cost \$40.00 but hold \$44.00 of purchasing credit.

Pacer Downs Market

The Pacer Downs Market is located next to the University Police office at Pacer Downs. The market offerings include grocery items, snacks, and various other items.

Childcare

The USC Aiken Children's Center is located on the south side of the campus and offers child care for faculty, staff, and students and the community for a reasonable fee. It is licensed by the State of South Carolina and employs qualified teachers and students of the University. The Center is nationally accredited. The Center is open twelve months a year. Full-time care is available for children ages six weeks through five years. The Children's Center not only provides quality child care but also serves as a training and research site for the USC Aiken School of Education's Early Childhood Education degree program.

Counseling

The Counseling Center's mission is to support students in their individual development by maximizing their problem-solving and decision-making skills in order to facilitate constructive choices in accomplishing their academic and personal goals. In conjunction with this mission, the Counseling Center interacts with the University community to ensure a college environment that is as beneficial as possible to the overall well-being of students, thereby empowering them to meet their fullest potential.

The Counseling Center provides counseling services for USC Aiken undergraduate and graduate students. Services are free and confidential, unless the individual student specifically requests that information be revealed to a particular entity or the student poses a potential danger to himself/herself or others. The

services offer a holistic, developmental and short-term approach to assessing, consulting, individual counseling, group counseling, psycho-education, and training which enhances students' lives. Counselors are available by calling the Counseling Center at (803) 641-3609 for an appointment. Information on additional services is available in the Counseling Center, Business and Education Building, Room 126, or at the following web site: www.usca.edu/cc.

Disability Services

The mission of Disability Services is to facilitate the transition of students with disabilities to the University environment and to provide appropriate accommodations for each student's special needs in order to ensure equal access to all programs, activities and services at USC Aiken.

USC Aiken seeks to assist undergraduate and graduate students with medical, psychiatric, or learning disabilities in their college experience through an integration of on-campus services. The goal is to make all USC Aiken programs and services accessible. Special classroom accommodations are provided to students with documented disabilities based on individual student needs. These services are the result of a cooperative effort with the student's instructor and may include priority seating, test proctoring, permission to tape record lectures, alternative media, or other accommodations to assist the student in her/his classroom efforts. Students with documented disabilities may be eligible for a course substitution. Based on appropriate documentation, the Coordinator of Disability Services determines whether a course substitution should be recommended. Students should be aware that a disability will be revealed to faculty and staff involved in evaluating a recommendation for a course substitution. If a determination is made for a course substitution by the Disability Services office, the DS Coordinator will assist the student with the additional requirements necessary to petition for the substitution. For further detail, see "Course Substitutions" in the Academic Regulations section of the Bulletin. USC Aiken also has an Assistive Technology Center with disability-relevant software and equipment.

Students with a documented disability that significantly impairs their ability to maintain a full-time course load of 12 hours or more per semester may be considered on a case-by-case basis for modified full-time status. Verification of eligibility will be determined by the Disability Services Office. Those who would like to be considered for financial aid must contact the Office of Financial Aid regarding the eligibility requirements for students who are enrolled on a modified full-time basis.

Assistance begins when a student's Disability Services application is approved and ends when a student graduates. Throughout the USC Aiken experience, campus-wide services are coordinated to meet the needs of the student. To be eligible for services, students must provide medical documentation that provides information about a substantial limitation to one or more major life activities, specifically as it applies to meeting the demands of University life, in and/or out of the classroom. Although some disabilities do not change over time, the medical documentation must address the student's current level of functioning. IEP's and 504 Plans, although providing historical evidence of services and accommodations, are generally not considered sufficient to make a student eligible for services. For more information, contact Disability Services at (803) 643-6815 stop by the Business and Education Building, Room 134, or visit the Disability Services website at www.usca.edu/ds.

Diversity Initiatives

In line with the university's core value of collegiality, the Office of Student Life - Diversity Initiatives fosters institutional equity, diversity, inclusion and belonging by providing opportunities to discuss difference, raise awareness of underserved student groups and place an emphasis on cultural diversity within the campus community. Through the implementation of services and programs that assist with campus efforts to increase retention, graduation, and career

placement rates of students from underserved groups, USC Aiken has been recognized as an outstanding university for underserved and underrepresented student populations to attend.

The following is a sample of the resources and services available through Student Life's Diversity Initiatives programming areas: A wide variety of diversity related affinity student groups, Heritage Month Celebrations and Heritage Month Planning Committees, annual campus and community-wide celebrations, diversity related trainings and workshops, support groups, and ICE events pertaining to diversity related topics.

Current Heritage and History Months celebrated include:

- Latinx History Month (Sept.)
- LGBTQIA+ History Month (Oct.)
- Indigenous Peoples' History Month (Nov.)
- Inter-Faith Harmony Month (Jan.)
- Black History Month (Feb.)
- Women's History Month (Mar.)
- Arab History Month (Apr.)
- Asian, Desi, and Pacific Islander Heritage Month (Apr./ May)

For more information about the office and programs listed above, call 803-641-3442 or visit the website at <http://www.usca.edu/diversity-initiatives>.

International Programs

The Office of International Programs (OIP) at USC Aiken provides diverse opportunities for all students to acquire skills necessary to succeed within the global community. OIP seeks to maintain a forum for communication and learning, which will contribute to increased international awareness, acceptance, and understanding of peoples and cultures from all corners of the globe.

Services Offered by OIP:

- International Student and Scholar Services, including international student orientations, immigration and personal advising, and ongoing assistance to the USC Aiken community
- Study abroad advising, program development and administration, and services to support USC Aiken students before, during, and following a study experience abroad
- Community programming and trainings in collaboration with university departments and the Aiken community to provide programs and activities that encourage an awareness and appreciation of cross-cultural perspectives.

For more information about the office and programs listed above, call 803-641-3671 or visit the website at <http://www.usca.edu/international>.

Orientation

Orientation programs are offered for all new freshmen and transfer students. Orientation is designed to ensure a smooth transition to USC Aiken by familiarizing new students with the policies, procedures, opportunities, and people associated with USC Aiken. Several orientation programs are scheduled before the beginning of each semester. The School of Education, the Department of Psychology, and the School of Business provide orientation for graduate students.

Pacer Shoppe

The mission of the Pacer Shoppe is to provide a competitive source

for USC Aiken and Pacer purchases of course materials, merchandise, and other services related to campus life, while fostering, enhancing, and supporting the academic and administrative goals of the University of South Carolina Aiken.

The Pacer Shoppe is the source for all course materials including the selling and renting of textbooks, lab supplies, course packets, school supplies, and study aids. The bookstore is located in the Student Activities Center (SAC) near the dining room.

Return Policy

The Pacer Shoppe offers refunds and exchanges.

- An original sales receipt is required for all refunds and exchanges.
- Merchandise must be returned in the same condition as when purchased.
- The final day for textbook refunds will be posted in the bookstore and listed in campus publications each semester.
- No refunds are offered at any time for study outlines, unwrapped course packets, or magazines. Software and multimedia products are refundable in their original, unopened packaging only.
- Special orders are not returnable.

Book Buy Back Policy

The Pacer Shoppe wants to buy as many books as possible. This helps reduce the expense of course materials for everyone. The best time to sell used books is during final exams at the end of each semester.

The bookstore will pay half (50%) for a book that has been readopted for an upcoming semester, is a current edition, is in re-sellable condition, and is not overstocked at the bookstore.

The bookstore will offer the current wholesale value for all other books as determined by a national textbook buying guide.

Contact Information

Telephone: 803-641-3457
e-mail: bookstore@usca.edu
url: <https://www.bkstr.com/uscaikenstore/home>

University Police and Safety at USC Aiken

USC Aiken is concerned about safety issues for all of its students. The Student Right to Know Act gives all interested parties information concerning on-campus safety and crime. For information about the frequency and type of reportable incidents on campus, please contact the USC Aiken University Police at (803) 641-3319 or at the following web address: <http://www.usca.edu/university-police>

If off-campus housing is being considered, students and parents should be aware that Aiken County is served by three separate law enforcement units, with jurisdiction determined by location within the City of Aiken, the City of North Augusta, or the remaining areas which are served by the Aiken County Sheriff's Office. Please contact rental agents for County or City emergency numbers that might be helpful such as fire, police, and hospital. In addition, USC Aiken strongly suggests that all students considering off-campus housing contact the appropriate law enforcement agency for specific safety and crime information about the residential areas under consideration.

Local Law Enforcement Contact Points:

University Police - Phone: (803) 641-3319 (or ext. 611)
Off campus - Phone: (803) 648-4011

Aiken County Sheriff - Phone: (803) 642-1761
(or 911 for emergencies)

City of Aiken Public Safety - Phone: (803) 642-7620
(or 911 for emergencies)

Web address: <http://adps.aiken.net>

City of North Augusta Public Safety - Phone: (803) 279-2121

Web address: <http://www.northaugusta.net>

Student Health Center

The mission of the Student Health Center (SHC) is to provide comprehensive primary healthcare services that support the overall health of the USC Aiken community by incorporating physical, psychological, educational, public health, and primary prevention services.

Visits to the SHC are free of charge, but there may be charges for immunizations or other special services. The Center is staffed by licensed nurse practitioners and registered nurses who provide primary care for common health problems by assessing and diagnosing the problem, then providing the necessary treatment, follow-up care and/or referral to outside resources. The SHC cannot follow chronic health conditions, but can assist with finding outside resources who can provide those services. Students are encouraged to visit the SHC if they have an illness or injury that they feel uncomfortable treating independently. The SHC staff also provides health promotion, health education, and disease prevention information. The SHC is open M-F from 10:00 a.m. - 3:30 p.m. and is located in the Student Activities Center, Room 106. For more information about SHC services, call 803-641-2840 or visit www.usca.edu/shc.

University Housing

Living on campus allows students to have the opportunity of independence and privacy, while enjoying proximity to classes and activities, and the support and services provided by the University Housing staff. The professional staff and the Resident Mentors are dedicated to providing a variety of programs and activities.

Pacer Crossings is a 300-bed residence hall especially designed to enhance the freshman experience by providing many amenities and services. Pacer Crossings features a shared, furnished four-bedroom suite (two students to each bedroom) with four baths, furnished living room area, free high-speed wireless internet access, phone service, micro fridge in each bedroom, and cable TV. Also within the residence hall is an onsite laundry facility, 12 study rooms, eight kitchens, a learning center, lounge space and game room. Pacer Crossings is staffed by a live-in Assistant Director and 12 Resident Mentors. There is one resident assistant to every 24 residents.

Pacer Commons consists of 79 four-person apartments, housing 316 residents. Pacer Commons contains 43 double-bedroom apartments and 36 single-bedroom apartments. Each apartment is furnished and contains two full bathrooms, a living area and a fully equipped kitchen. Pacer Commons is staffed by a live-in Assistant Director and 11 Resident Mentors. Pacer Commons has a recreational area that consists of a volleyball court, and a basketball court. Within the halls of Pacer Commons there are six lounges, two classrooms, a computer room, a Learning Center, game room with vending and laundry facility.

Pacer Downs is an apartment complex housing 352 residents. Each apartment is furnished and contains two double bedrooms, two full bathrooms, a living area, and a fully equipped kitchen. Pacer Downs is staffed by a live-in Assistant Director and 12 Resident Mentors. The recreation area within Pacer Downs consists of a pool, volleyball court and basketball court. There is a Community Center by the pool that includes a computer lab, kitchen area, lounge, and a covered patio going out to the pool.

USC Aiken students who wish to live on campus or have questions concerning housing should contact the University Housing office at 803-641-3790 or housing@usca.edu.

USC Aiken ID Card

All students must have a University of South Carolina Aiken ID card. The ID card, also known as the Carolina Card, will be an important item while a student is attending USC Aiken. The Carolina Card will allow use of University facilities and services and is designed to be checked by computer for validity. This is a permanent card and is valid as long as a student is officially registered. The card is the property of the University of South Carolina Aiken and is intended solely for its use. The first student ID card is issued free of charge. Should the card be lost, stolen, or confiscated, or otherwise terminated, a replacement charge of \$25 will automatically be assessed upon issuance of a new card. If the ID card has a meal plan, the student must immediately contact Dining Services. ID cards are made in the University Police Office, Community Building, Pacer Downs during regular office hours.

General Regulations

Conduct

The responsibility for administering undergraduate and graduate student discipline at USC Aiken is vested in the Vice Chancellor for Student Affairs. Conduct rules, disciplinary penalties, and complete hearing procedures are contained in the *USCA Student Handbook*, which is available on the USC Aiken website.

The University reserves the right to decline admission, to suspend, or to require the withdrawal of a student from the University if the appropriate hearing body or official determines that this course of action is in the best interest of USC Aiken students. Registration at the University assumes the student's acceptance of responsibility for compliance with all regulations published in the Student Handbook, as well as any rules found in any other official publication.

USC Aiken Academic Code of Conduct and the Judicial Board

USC Aiken supports a culture of academic integrity and requires that all faculty and students abide by the spirit and letter of the Academic Code of Conduct. Violations of this Code will not be tolerated by this community.

Academic honesty violations are dealt with in accordance with the Academic Code of Conduct, which is described in the USC Aiken Student Handbook. Such violations include, but are not limited to, cheating, plagiarism, lying, and bribery. Undergraduate and graduate students who have committed infractions of the Academic Code of Conduct may receive a hearing before the University Judicial Board, with right of appeal to the Executive Vice Chancellor for Academic Affairs, who is responsible for maintaining and enforcing the Academic Code of Conduct.

Student Consumer Information

The Student Right-to-Know and Campus Security Act of 1990 (P.L. 101-542) and the Higher Educational Technical Amendment of 1991 (P.L. 102-26) requires that all institutions of higher education collect and make certain information available to students/prospective students and employees/prospective employees upon request. Title I of this act is known as the Student Right-to-Know Act and Title II is known as the Crime Awareness and

Campus Security Act. Information requirements are separated into four categories: graduation or completion rates, athletically-related financial aid, campus crime, and campus housing fires. Graduation or completion rates are prepared and published by the Registrar's Office and are readily available to current and prospective students upon request. Athletically-related aid reports are prepared for the

NCAA and are available upon request from the Athletic Department. Statistics on campus crime and campus housing fires are published annually by the USC Aiken University Police Department and are available to current and prospective students and employees on the USC Aiken web page.

The Americans with Disabilities Act (ADA), Public Law 101-336 of 1990 provides antidiscrimination (civil rights) protection and access to equal employment opportunities for persons with disabilities. Accessibility requirements are similar to those imposed under Section 504 of the Rehabilitation Act of 1973 which addresses non-discrimination in employment and program services by recipients of any federal assistance. The ADA compliments section 504 and expands its coverage as well as changes some of the application and accommodation processes.

USC Aiken is committed to the letter and the intent of both the ADA and section 504. If students have a question concerning possible discrimination due to a disability, they may contact the Coordinator of Disability Services at 641-3609 for further information.

Both undergraduate and graduate students will find additional USC Aiken regulations and procedures included in other sections of the Bulletin and the USC Aiken Student Handbook.

Fees and Refunds

The University reserves the right to alter tuition and fee charges without notice. All charges are due and payable on the date that they are incurred, or the due date indicated on the statement.

Any student who has failed to pay all required registration fees on or before the last date to change course schedules (as indicated in the University calendar) may be dropped from class rolls. Any student who fails to relieve any other indebtedness to the University or to any of its auxiliary agencies on the date such obligations become due may not be issued a transcript, diploma, or degree.

Course registration and tuition refund deadlines are published here: <https://www.usca.edu/registrar/calendars/academic-calendars>.

Payments

Payments may be made by cash or check in person, by mail, or electronic check. Checks for the exact amount of the total charge should be made payable to the University of South Carolina Aiken.

The University accepts Visa, MasterCard, American Express, and Discover credit cards in payment of tuition and fees. There is a fee when paying by credit card. The same credit cards may be used at all other campus locations. If a credit card or check given in payment of academic and other fees is not paid upon presentation to the bank on which it is drawn, the student may be required to pay a late payment fee of \$5.00 per day beginning with the first day of classes (for a maximum of \$350.00) plus a \$30.00 service charge.

If a check writer fails to pay the total amount of the check, plus the additional charges (by cash or cashier's check) within 10 working days, the University will have the right to refer the check to collection where additional costs will be incurred, and may not allow the student to re-enter the University, secure a transcript of records, or receive a diploma until the total amount has been paid.

Payment may be made with a payment plan for students in good academic and financial standing. The initial payment is 25% of the account balance after any financial aid is applied. Any remaining balance due is in three payments. There is a \$75.00 fee.

Resident Status

The University has established a differential in tuition and fees between State residents and non-residents, and must therefore determine the resident classification of applicants and students in accordance with South Carolina Code of Laws (59-112-10 *et seq.*).

Policies for Students

The initial determination of one's resident classification is made after completion of the online South Carolina Residency Certification. The determination made at that time, and any determination made thereafter, prevails for each successive semester. The burden of proof rests with the student to show evidence as deemed necessary to establish and maintain his/her residence status. All students seeking the benefits of South Carolina residency must complete the online residency process in Self Service Carolina (SSC).

Definitions of Terms

"Reside"— continuous and permanent physical presence within the state.

"Domicile"— true, fixed, principal residence and place of habitation indicating where a person intends to remain or to where one expects to return when away. One may have only one legal domicile.

"Independent person"—one in his/her majority (18 or older) whose predominant source of income is his/her own earnings or income from employment, investments or payments from trusts, grants, scholarships, loans or payments made in

accordance with court order. An independent person is also one who is independent during the tax year immediately prior to the year in which resident status is claimed and whose independent status has not changed. An independent person must provide more than half of his/her support during the 12 months immediately prior to the date that classes begin for the semester for which resident status is claimed.

Definitions from independent/dependent persons for resident classification may be different than definitions for financial aid purposes.

"Dependent person"—one whose predominant source of income or support is payments from a parent, spouse or guardian and who qualifies as a dependent (or exemption) on the federal income tax return of the parent, spouse or guardian.

Under the law, residency for fee and tuition purposes can be established by an independent citizen or by certain classes of independent aliens.

Resident Classification. In order to be classified as a South Carolina resident for fee and tuition purposes, an independent person must physically reside and be domiciled in South Carolina for at least 12 months immediately preceding the date that classes begin for the term for which resident status is to be determined. The independent person must couple his/her physical presence within the state for 12 months with objective evidence that he/she intends to establish a permanent home in South Carolina.

If these steps are delayed, the 12-month duration period will be extended until both physical presence and intent have been demonstrated for 12 months.

Physical presence within the state solely for educational purposes does not constitute the establishment of South Carolina residence for fee and tuition purposes, regardless of the length of stay.

Maintaining Residency. A person's temporary absence from the state does not necessarily constitute loss of South Carolina residence unless that person has acted inconsistently with the claim of continued South Carolina residence during his/her absence from the state. The burden is on the person to show retention of South Carolina residence during the absence from the state.

Dependent Persons. The law also provides for resident classification of dependent persons. Generally, the resident status of a dependent person is based on the resident status of the parent, spouse, or guardian upon whom the dependent person is financially dependent.

The resident status of a dependent person whose parents are separated or divorced may be based on the resident status of the parent who supports and claims the dependent person as a dependent for federal income tax purposes, or it may be based on the resident status of the parent who has legal custody or legal joint custody of the dependent person; or based on the resident status of the person who makes payment under court order for child support and at least the cost of his/her college tuition or fees.

A dependent alien may be entitled to resident classification if the alien and the parent of the alien have been lawfully admitted to the United States for permanent residence and the parent has physically resided and established permanent residence in South Carolina for at least 12 months after admission for permanent residence.

Other Residency Exceptions

Persons in the following categories may qualify to pay in-state fees without having to establish a permanent home in South Carolina for 12 months. Persons qualifying under any of the exclusions below must complete a residency application and provide documentation

to verify their eligibility under the applicable exemption.

Richmond and Columbia County Residents. Persons who are legal residents of Richmond or Columbia counties, Georgia, may qualify to pay the in-state tuition rate and should contact the Admissions office for additional information. **Note: reciprocal agreement for in-state applies to USC Aiken undergraduate or USC Aiken graduate courses taken at the Aiken campus.**

Military Personnel and Their Dependents. Members of the United States armed forces (and their dependents) may be eligible for in-state tuition based on the following new legislation:

GI Bill Resident Rate Requirements. Notwithstanding any other provision of law, a covered individual enrolled in a public institution of higher education and receiving Post 9/11 GI Bill (Chapter 33) or Montgomery GI Bill-Active Duty (Chapter 30), Title 38 of the United States Code is entitled to pay in-state tuition and fees without regard to the length of time the covered individual has resided in this State.

A covered individual is defined as:

(a) A Veteran who lives in the state where the Institute of Higher Learning (IHL) is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.

(b) An individual using transferred benefits who lives in the state where the IHL is located (regardless of his/her formal state of residence) and enrolls in the school within three years of the transferor's discharge from a period of active duty service of 90 days or more.

(c) Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three year period following discharge or release as described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.

(d) Anyone using transferred Post-9/11 GI Bill benefits who lives in the state where the IHL is located and the transferor is a member of the uniformed service who is serving on active duty.

(e) Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state where the IHL is located (regardless of his/her formal state of residence).

A covered individual must live in this State while enrolled at the in-state institution. The in-state tuition provisions in Section 417 do not apply to those individuals on active duty using benefits under the Post-9/11 GI Bill and Montgomery GI Bill-Active Duty. At the conclusion of the applicable three-year period in this subsection, a covered individual shall remain eligible for in-state rates as long as he remains continuously enrolled in an in-state institution or transfers to another in-state institution during the term or semester, excluding summer terms, immediately following his enrollment at the previous in-state institution. In the event of a transfer, the in-state institution receiving the covered individual shall verify the covered individual's eligibility for in-state rates with the individual's prior in-state institution. It is the responsibility of the transferring covered individual to ensure all documents required to verify both the previous and present residency decisions are provided to the in-state institution.

Faculty and Administrative Employees and Their Dependents. Full-time faculty and administrative employees of South Carolina state-supported colleges and universities are eligible for in-state rates without regard to their state of permanent residence. Dependents of such persons are also eligible for in-state rates.

Residents with Full-Time Employment and Their Dependents. Independent persons who have resided and been domiciled in South Carolina for less than 12 months may be eligible for the in-state rates if they are full-time employed (minimum 37.5 hours

a week on a single job) in the state and they will continue to work full-time until they meet the 12-month requirement provided they have taken steps to establish a permanent home in the state. The dependents of such persons may also be eligible for in-state rates.

Effects of Changes

Moving. Any dependent person of a legal SC resident who has been domiciled with his/her family for a period of at least three years and whose family's domicile has been terminated (an employee directed transfer – not a voluntary change in domicile) immediately prior to his/her enrollment may enroll and continue to be enrolled at the in-state rate. Persons qualifying under this provision are eligible to pay in-state fees as long as there is not an interruption in their enrollment, summer terms excluded.

Marriage. If a non-resident marries a South Carolina resident, the non-resident does not automatically acquire South Carolina resident status. The non-resident may acquire South Carolina resident status if the South Carolina resident is an independent person and the non-resident is a dependent of the South Carolina resident.

Procedures

Applying for Resident Status. Persons applying for resident status should determine that they meet the requirements for an independent citizen, an independent alien, a dependent citizen, or a dependent alien as described above.

Establishing Requisite Intent. The following may be considered convincing evidence that one intends to establish permanent residence in South Carolina:

1. obtaining a South Carolina driver's license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a SC resident will delay the beginning of eligibility;
2. obtaining South Carolina vehicle registration. Failure to obtain this within 45 days of the establishment of intent to become a SC resident will delay the beginning date of eligibility;
3. paying South Carolina income tax as a resident, including income earned outside South Carolina from the date residence is established;
4. existing principal residence in South Carolina;
5. offer and acceptance of full-time employment in South Carolina;
6. absence of evidence of permanent residence in other states during any period for which residence in South Carolina is asserted.

Not any one of these factors or any group of these factors is necessarily determinative. Each case is decided individually on the basis of all facts submitted.

1. Persons applying for resident classification must complete the online residency application and supply supportive documentation at least three weeks prior to the fee payment deadline for the applicable term to allow sufficient time for a decision to be made.
2. Persons who submit residency applications less than three weeks prior to fee payment deadlines for applicable terms may be required to pay out-of-state fees.
3. Refunds may be requested any time during the fiscal year in which the applicable term occurs. The fiscal year begins on July 1 of each year and ends on June 30 of the following year.

Maintaining Resident Status. A person who will be out of state temporarily should take the following steps to retain South Carolina resident status for fee and tuition purposes:

1. continue to use a South Carolina permanent address in all

records;

2. satisfy South Carolina resident income tax obligations (individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date they establish South Carolina residence; this includes income earned in another state or country);
3. maintain South Carolina driver's license and vehicle registration.

Incorrect Classification. Persons classified incorrectly as residents are subject to reclassification and to payment of all non-resident fees not paid.

If incorrect classification results from false or concealed facts, such persons will be charged tuition and fees past due and unpaid at the out-of-state rate, plus interest at a rate of 8% per annum, plus a penalty amounting to 25% of the out-of-state rate for one semester. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from the University.

Residents whose resident status changes are responsible for notifying the Residency Office of such changes.

This is a summation, not a complete explanation, of the law regarding residence. A copy of the law is available in the Office of the Registrar. The residency requirements are subject to change without notification.

Withdrawal and Refund Information

Refunds are issued according to the schedules in this section to students who withdraw from the University, or students who drop a course or courses.

If a student receiving federal Title IV financial assistance withdraws from the University or drops a course or courses, a portion of the refund may be returned to the program or programs that provided the funds.

Standard Refund Procedures For Withdrawal From The University

All refunds will be based solely on the percentage of time (in days) between the first day of a part-of-term and the last day of a part-of-term. The percentage (in days) will include all Saturdays, Sundays, and holidays between the start and end dates of each part-of-term. Exceptions to this rule may only be made by the Bursar's Office. In these instances, any change in the refund percentage would be moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund.

1. 100 percent if the student's official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
2. 70 percent if the student's official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
3. 50 percent if the student's official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
4. 20 percent if the student's official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

The refund schedule for every semester, including all parts of term is provided at <https://www.usca.edu/registrar/calendars/academic-calendars>. It is the student's responsibility to abide by all published deadlines.

Determining the Refundable Portion Procedure

Fees such as lab, technology and parking are refunded only during the 100% withdrawal period. Housing and meal plan refunds are detailed in the housing contract.

Policy on the Return of Title IV Funds

Federal financial aid includes Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Federal Perkins Loan, Federal Stafford Loans, and Federal PLUS Loans. These funds are awarded with the expectation that students will complete the entire period of enrollment.

Students "earn" a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina Aiken to calculate the percentage and amount of "unearned" financial aid funds that must be returned to the lender and/or Department of Education.

Once a student has completed more than 60% of the enrollment period, he/she is considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards his/her current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Financial Aid prior to making the decision to withdraw from school.

The Office of Financial Aid determines how much of the refund is distributed back to Title IV, HEA programs or the Financial Aid sources.

The return of the University's repayment is made in the following regulations prescribed priority sequence:

1. Unsubsidized Federal Direct Loans.
2. Subsidized Federal Direct Loans.
3. Federal Perkins Loans.
4. Federal PLUS loans.
5. Federal Pell grants.
6. Federal SEOG program aid.
7. Other Title IV funds.

Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Federal Direct, Perkins, and/or Plus loans. For additional information, these students should contact the Office of Financial Aid at (803) 641-3476 or stuidaid@usca.edu.

Refunds are not made to students and/or parents until all institutional financial obligations for the period have been canceled or repaid in full. Standard refunds are calculated on all students who withdraw from the University regardless of funding source.

University Withdrawal Refund Appeal Procedures

Refunds beyond published deadlines are an unusual exception. Under extraordinary circumstances, a committee has been authorized to review and adjust **limited** exceptions to the University of South Carolina Aiken refund schedule. To be considered by the committee, the Refund Appeal Request Form along with supporting documentation must be completed and submitted to the Associate Vice Chancellor for Enrollment Management, USC Aiken, 471 University Parkway, Aiken, SC 29801. **Please review the following guidelines carefully before submitting the form.**

The student will be informed of the outcome to the appeal by letter from the Associate Vice Chancellor for Enrollment Management,.

Guidelines for Refund Appeals:

1. The appeal must be submitted in writing to the Associate Vice Chancellor for Enrollment Management.
2. All requests for appeal must be submitted directly by the student or the students' legal representative.
3. The appeal must be initiated within 60 days of the end of a term or semester to which the appeal applies.
4. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignments or other academic issues. If applicable, requests for extenuating circumstances withdrawals for grade purposes must be resolved prior to deliberation of the Refund Appeals Committee.
5. Requests for consideration for review by the Refund Appeals Committee must meet one or more of the following criteria:
 - a. Documentation of an acute or chronic illness or accident with medical recommendation for withdrawal. Documentation must include letters from physicians or health care providers.
 - b. Documentation of extraordinary incident that required withdrawal. Examples might include mandatory relocation for employment of family/primary wage earner where the relocation is more than 100 miles from Aiken.
 - c. Documentation of an error by the University or a University Official or of substantial circumstances where a student has in good faith relied upon the veracity of a University Official's advice or the official's interpretation of the text of a university document or publication and was consequently misled or mistaken about the terms of the published refund policy. Documentation must include letters or other correspondence from USC Aiken faculty or staff supporting the mistake.

In order to consider a refund request, even with any of the above circumstances, it must be clear why appropriate deadlines were not met through use of the Self-Service Carolina system.

2020 - 2021 Tuition and Fees

The University retains the right to change tuition and fees as approved by the administration and Board of Trustees.

This list is not exhaustive. Please refer to the USC Aiken Office of Business Services for a comprehensive list of tuition and fees here: <https://www.usca.edu/business-services/tuition-and-fees>.

The Academic Calendar lists course withdrawal and refund dates here: <https://www.usca.edu/registrar/calendars/academic-calendars>.

Tuition

Full-Time Students (12 - 16 credit hours):

Undergraduate Resident (per semester).....	\$5,199.00
Undergraduate Non-resident (per semester).....	\$10,428.00
Graduate Resident (per semester).....	\$6,867.00
Graduate Non-resident (per semester).....	14,880.00
Active duty military (per semester)	\$3,000.00

Full-Time Students (17 credit hours and above):

Undergraduate Resident (per additional credit hour)	\$80.00
Undergraduate Non-resident (per additional credit hour)	\$208.00
Graduate Resident (per additional credit hour)	\$80.00
Graduate Non-resident (per additional credit hour).....	\$170.00

Online Degree Programs:

RN to BSN Resident & Non-Resident (per credit hour).....	\$306.00
MBA Online Resident & Non- Resident (per credit hour)	\$450.00

Part-Time Students (fewer than 12 credit hours):

Undergraduate Resident (per credit hour).....	\$433.25
Undergraduate Non-resident (per credit hour)	\$869.00
Dual/Concurrent Enrollment - SC Resident High School Students (per credit hour).....	\$66.00
Graduate Resident (per credit hour).....	\$572.25
Graduate Non-resident (per credit hour)	\$1,240.50
Graduate SC certified teachers Resident (per credit hour) .	\$362.25
Graduate SC certified teachers Non-res (per credit hour)...	\$413.00
Active duty military (per credit hour).....	\$250.00

Graduate fees must be paid by graduate students whether the courses taken are graduate or undergraduate.

NOTE: Students enrolled in courses at other USC campuses will be required to pay the tuition and fees of that campus in addition to the USC Aiken tuition for the Aiken course(s).

Course Audit Fees

Resident	(per semester hour) \$433.25
Non-resident	(per semester hour) \$869.00

Required Fees

Public Safety Fee	
per semester - fall and spring	\$25.00
per semester - summer	\$8.00
Technology Fee	
Full-time students (per semester).....	\$156.00
Part-time students (per credit hour).....	\$13.00

Application and Admission Fees

A one-time, non-refundable application fee is required of all students and must accompany the application.

Undergraduate.....	\$45.00
Graduate.....	\$45.00
Re-admits, Senior Citizens, Teacher Cadets	\$10.00
International Student Application	\$100.00
International Student Service (one-time).....	\$300.00
Matriculation Fee (graduate and undergraduate).....	\$85.00

A one-time, non-refundable fee for orientation, assessment, and placement testing for all new degree-seeking students.

Other Fees

Payment Plan Administrative Fee (all USC campuses).....	\$75.00
Replacement identification card	\$25.00
Transcripts..... (per copy)	\$12.00

Transcripts are obtained here: <https://www.usca.edu/registrar/current-students/transcript-request>.

Senior Citizens

Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the University may attend classes for credit or non-credit purposes on a space available basis at no tuition. All other required fees will be charged.

Financial Aid and Scholarships

Policy on the Return of Title IV Funds

Federal financial aid includes Federal Pell Grant, Federal Supplemental Education Opportunity Grant, and Federal Direct Loans (Subsidized, Unsubsidized, PLUS, Grad PLUS). These funds are awarded with the expectation that students will complete the entire period of enrollment.

Students “earn” a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina Aiken to calculate the percentage and amount of “unearned” financial aid funds that must be returned to the US Department of Education.

Once a student has completed more than 60% of the enrollment period, he/she is considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards his/her current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Financial Aid prior to making the decision to withdraw from school.

The Office of Financial Aid determines how much of the refund is distributed back to Title IV, HEA programs or the Financial Aid sources.

The return of the University's repayment is made in the following regulations prescribed priority sequence:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal PLUS Loans
4. Federal Pell Grants
5. Federal SEOG Grants
6. Other Title IV funds

Exit interviews are required before leaving the University of South Carolina Aiken for all students who withdraw and have received Federal Direct or PLUS Loans. For additional information, these students should contact the Office of Financial Aid at (803) 641-3476 or stuaid@usca.edu.

Refunds are not made to students and/or parents until all institutional financial obligations for the period have been canceled or repaid in full. Standard refunds are calculated on all students who withdraw from the University regardless of funding sources.

Financial Aid and Scholarships

The general purpose of the Office of Financial Aid is to help students meet their educational expenses at the University of South Carolina Aiken. Financial assistance is awarded in the areas of scholarships, grants, loans, employment, or a combination of these programs. The primary responsibility for financing post-secondary education rests with the student and family; however, the office is available to assist applicants in obtaining financial aid assistance to bridge the gap between our educational cost and what the student and family are reasonably expected to contribute. The office is committed to timely delivery of financial aid proceeds in accordance with all federal, state, and institutional regulations. The financial aid packages are provided in correlation with the institution's recruitment and retention efforts.

General Information

The Office of Financial Aid at USC Aiken provides a wide range of services and administers a variety of student financial assistance

programs. Included among these are University scholarships, financial assistance programs originating outside the University, and all major federal student aid programs. Within these categories are financial assistance programs which are based upon financial need, academic merit, or other criteria. The different types of federal aid programs include grants, loans, and employment opportunities. The Office of Financial Aid provides counseling for students, prospective students, and parents in such areas as financial aid opportunities, the financial aid application process, and financial planning as it pertains to managing financial aid funds and meeting educational expenses. Anyone interested in these topics should contact the Office of Financial Aid to schedule an appointment.

Below is a description of each category of financial assistance available at USC Aiken:

Scholarships are usually based on academic merit and/or need and repayment is generally not required.

Grants are need-based aid which do not have to be repaid.

Employment consists of part-time work that is arranged around the student's academic schedule. This type of employment is known as work-study.

Loans are available to most students. Repayment is not required until the student graduates or drops below half-time enrollment. Interest rates vary depending upon the type of loan.

More detailed information about the various financial assistance programs can be found on the USC Aiken Financial Aid website, <https://www.usca.edu/financialaid/>.

The USC Aiken scholarship and financial aid programs are administered in accordance with the nationally established philosophy of educational financial assistance. The basis of this philosophy is the belief that the student and/or his/her parents are the primary responsible source for meeting educational expenses and that student financial aid should be viewed only as supplementary to the efforts and resources of the family.

Financial Aid Policies

The following statement of policies is to help high school counselors, parents, and students understand the goals of the financial aid programs at USC Aiken.

1. The primary purpose of the financial aid program is to help students meet educational costs beyond what the student and/or his/her family can contribute based on a standard analysis of a family's financial situation. USC Aiken uses the Free Application for Federal Student Aid (FAFSA) for the need analysis.
2. In estimating the amount that a student's family can provide for college expenses, USC Aiken may consider additional factors that are not reflected on the FAFSA. Under unusual circumstances, special financial problems confronting parents and students can also be considered.
3. The student is expected to secure resources to assist in meeting educational expenses.
4. Financial aid awards are payable only while the student is enrolled at least half-time at USC Aiken, excluding the Federal Pell Grant Program.
5. Students who transfer to another college or university (including those within the USC system) cannot receive any financial aid which has been awarded by USC Aiken.
6. Financial assistance received from any source that is not included in the award notification must be reported to the Office of Financial Aid at USC Aiken. This must be done even if the extra financial assistance has been reported to some other office at USC Aiken. Failure to report extra financial

assistance could harm a student's chances of receiving financial assistance in the future.

7. The Office of Financial Aid has established March 1st as the priority date for receipt of the FAFSA information. Applications received after that date will be considered for appropriate available funds remaining.

8. USC Aiken makes every effort to meet a student's need. Recipients are selected on the basis of general eligibility as well as specific program qualifications. Once a student has been determined to have financial need, awards are based on the enrollment status of the student and the availability of funds in each program. The determined award(s) comprise the student's financial aid "package." This package may consist of a combination of: a) grants, b) scholarships, c) loans, and/or d) employment.

9. Notification of awards will be made as soon as possible after the successful completion of the application process. Awards may be declined or adjusted within two weeks of award notification. An internet link to terms and conditions of awards will be included with the award notification.

10. If the application has been submitted by the student in a timely fashion and financial aid has subsequently been awarded, the award will usually be paid in two disbursements (once during each enrollment period).

11. Under certain circumstances, a student may be deemed ineligible to receive financial aid. These circumstances include: a) not making satisfactory academic progress (standards are listed below); b) being in default on a federal student loan; c) owing a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant; d) not demonstrating financial need; e) not enrolling in a degree-seeking program. If any of these conditions apply, the Office of Financial Aid at USC Aiken should be contacted for additional clarification.

12. USC Aiken students taking classes at the Beaufort, Sumter, and Salkehatchie campuses should contact the USC Aiken Office of Financial Aid concerning the method of disbursement 60 days prior to the begin date of the academic term(s).

Satisfactory Academic Progress

To be eligible to receive any federal financial aid and/or state need-based financial aid, students must adhere to the USC Aiken Office of Financial Aid's Policy on Satisfactory Academic Progress. The intent of this policy is to ensure that students who are receiving federal and state financial aid for their education are making measurable progress toward completion of a degree in a reasonable period of time.

All federal financial assistance programs are authorized under Title IV of the Higher Education Act of 1965 as amended, and require the establishment of minimum standards of academic progress that students must meet to maintain general eligibility for financial aid. While students meeting these standards are generally eligible for aid, some aid programs require higher standards that may preclude the student from qualifying for those programs.

Federal regulations require the establishment of minimum standards of academic progress that students must meet to maintain general eligibility for financial aid. Undergraduate students must meet three academic standards to keep financial aid eligibility:

- **Earn a minimum cumulative Grade Point Average (GPA) of 2.0**
- **Successfully complete at least 67% of all attempted credit hours**
- **Complete a degree or program of study within a maximum timeframe of 150%**

Bachelor's Degree programs cannot exceed 180 hours of course work including accepted transfer credits.

Failure to meet the above SAP standards will result in the loss of financial aid eligibility. Students deemed ineligible would need to submit a written appeal in order to have their eligibility reinstated. This determination applies without regard to any financial aid award letter that may have been sent or received prior to the time the determination is made.

Graduate students must meet three academic standards to keep financial aid eligibility:

- **Earn a minimum cumulative Grade Point Average (GPA) of 2.0**
- **Successfully complete at least 67% of all attempted credit hours**
- **Complete a degree or program of study within a maximum timeframe of 150%**

Master of Science in Clinical Psychology cannot exceed 76 hours of course work including accepted transfer credits.

Master of Education in Learning Design and Technologies cannot exceed 54 hours of course work including accepted transfer credits

Master of Business Administration will vary depending on area of specialization including accepted transfer credits

Students who fail to meet SAP standards will be ineligible to receive any federal or state financial aid funds. Students who are found ineligible may appeal this determination under specifically prescribed conditions.

Satisfactory academic progress is measured annually by the Office of Financial Aid. This measurement occurs at the conclusion of each spring semester once grades are reported and recorded by Student Records. The measurement is for eligibility for the subsequent fall and spring semesters. However if a student attends summer school, he/she will also be reviewed at the end of the summer session(s). Students whose records are not reviewed at the end of spring or summer will be reviewed when they submit a FAFSA for the current year or upcoming year. The academic year for Satisfactory Academic Progress (SAP) eligibility determination is comprised of the fall, spring, and summer terms.

The SAP standards will not automatically apply to any hours forgiven under the University of South Carolina Aiken Academic Forgiveness Program. Students who have been granted academic forgiveness under this policy must contact the Office of Financial Aid for further assessment.

In determining a student's SAP standing, classes in which a student receives a W, WF, I, U, NR, or F are counted as attempted hours but not hours earned. Only grades of A, B, C, D, S, and T are counted as attempted hours and hours earned. Students enrolled in audit courses (AUD) will not receive financial aid for these classes. Grades of W, NR, I, U, S, T and AUD are not used when computing GPA. Receiving grades of W, WF, I, U, NR, or F can negatively impact the percentage of completion. Repeated courses and transfer hours accepted by USC will be counted in both attempted hours and hours earned.

There are two ways a student can re-establish their eligibility for financial aid:

1. A student must bring his/her GPA and/or completion rate up to the minimum standards, as stated above, to regain financial aid eligibility. At the end of the term after meeting SAP standards, the student will regain financial aid eligibility. A student should consult with a Financial Aid Counselor to ensure aid eligibility is reinstated for the next period of enrollment.
2. Transfer credit accepted by USCA that applies to the student's program can affect completion rate. If transfer credit is accepted by USCA the student should request a review of their SAP status to determine if eligibility has changed.

If a student has experienced special circumstances during the evaluation period that he/she did not meet SAP standards, an appeal to request reinstatement of financial aid eligibility can be submitted. A completed appeal form, letter of explanation addressing academic performance, and supporting documentation are required before the appeal is reviewed. Acceptable supporting documentation is outlined on the Financial Aid Satisfactory Academic Progress Appeal Form.

Special circumstances are limited to 1) serious illness to student or immediate family member, 2) death of an immediate family member, 3) job-related issue, 4) victim of a crime, and 5) other events leading to inability to successfully complete course requirements.

For students not completing a degree or program of study within a maximum timeframe of 150%, the reason for appeal is limited to second degree, double major or change of major.

If the appeal request is granted, the student will be placed on financial aid probation for a minimum of one semester only if it is mathematically possible for the student to meet minimum standards at the end of that semester to maintain eligibility.

A student who cannot meet the minimum standards in one semester will be required to submit a degree audit from DegreeWorks. The degree audit is designed to allow the student to take only courses required in his/her program of study with the following conditions;

- Successfully complete all attempted credit hours (i.e. no withdrawals or failing grades)
- Maintain a term GPA of at least 2.0

For students on financial aid probation, SAP is checked each semester and evaluated based on the above conditions. If the student fails to meet these conditions, he/she will become ineligible for financial aid.

If the appeal request is not granted, the student will remain ineligible for financial aid until he/she meets all minimum standards. Students may not submit an appeal for two consecutive review periods. Undergraduate students in a four year program may submit a maximum of two appeals for the duration of their program; graduate students may submit a maximum of one appeal.

Incomplete appeals will not be reviewed. If additional information is required, an email will be sent to the student's USCA email account as well as a message posted on the Self-Service Banner System. After 30 days of being incomplete, the appeal will be denied.

Once all required documentation is submitted, students will be notified electronically of the outcome of their appeal. Appeal decisions will be updated on the Self-Service Banner system. **The decision of the Financial Aid Appeals Committee is final.**

Deadline for receipt of appeals in the Office of Financial Aid is 30 calendar days prior to the end of the semester for which aid is requested.

Academic Scholarships

USC Aiken Scholarships - USC Aiken has a limited number of established scholarships. These scholarships are designed to recognize qualities of leadership, merit, and academic performance and to assist students in achieving their educational goals. All university scholarships are awarded to support institutional priorities. All fully admitted, degree-seeking students are automatically considered for these scholarships annually based on their student profiles. Some awards can be renewed for up to 3 additional years.

South Carolina Student Aid Programs - For complete information on the LIFE, SC HOPE and Palmetto Fellows Scholarship programs, please visit the USC Aiken Financial Aid Web Page at www.usca.edu/financialaid.

Grants

Federal Pell Grant - Students may apply for a Federal Pell Grant if they are enrolled in a program of study and have not already earned a bachelor's degree. Eligibility is determined by the US Department of Education. To apply for a Federal Pell Grant, students should complete a FAFSA. They will receive notification of eligibility. The amount of the award will be based on the determination of eligibility and the cost of attendance at USC Aiken.

Federal Supplemental Educational Opportunity Grant (SEOG) - Using funds provided by the federal government, the University makes SEOG Grants available to a limited number of undergraduate students with greatest financial need.

These grants are awarded to eligible full-time undergraduate students who have not already earned a bachelor's degree. In order to determine eligibility, students must complete the FAFSA. Funds in this program are very limited and are awarded to Pell-eligible students with the greatest financial need on a first come/first served basis.

South Carolina Need-based Grant - The SC Need-based Grant is available for a maximum of eight full-time semesters. The Grant will not be available for summer school or periods of attendance other than fall and spring semesters. In order to qualify for consideration for a South Carolina Need-based Grant at USC Aiken, a student must meet all of the following minimum requirements:

- Be a needy student as defined by Title IV Federal Student Aid Programs for determining eligibility for federal student financial aid. The student must complete a Free Application for Federal Student Aid (FAFSA).
- Be a legal resident of the state of South Carolina.
- Be enrolled as an undergraduate student at least half-time (6 credit hours each term) and seeking his/her first undergraduate degree.
- Certify that he or she has never been convicted of any felonies, has not been convicted of a second alcohol or drug-related misdemeanor offense within the 12 months prior to the period of the award, and is of good moral character by submitting a signed affidavit to the Office of Financial Aid.
- Be making satisfactory progress as defined in USC Aiken's "Satisfactory Academic Progress Policy" which is available on the Financial Aid web page. On every award notification, students are provided with the web address for Financial Aid "Terms and Conditions" which references this policy.
- Maintain a minimum 2.0 grade point average.
- Certify that he or she does not owe a refund or repayment on any state or federal grant and is not in default on a loan under the Federal Perkins Loan or Federal Stafford Loan Programs.

Employment

Federal Work-Study (FWS) Program - This program provides jobs for students who have financial need. USC Aiken participates in the Federal Work-Study program and helps coordinate job placement on campus.

The Federal Work-Study Program provides part-time on-campus and community service employment to USC Aiken students. The salary is at least equal to the current minimum wage. A student must complete a FAFSA in order for eligibility to be determined. Students must be enrolled at least half-time. Students who are awarded FWS may be employed for up to 15 hours per week. The average award usually allows 10 hours per week. The students' work schedule will be set around their class schedule. Funds in this program are limited and are awarded on a first come/first served basis.

Loans

The Federal Direct Loan Program (subsidized and unsubsidized) - The Federal Direct Stafford Loan Program provides low-interest, long-term loans to eligible students through the US Department of Education. Subsidized Direct Loans are awarded based on financial need. The federal government pays the interest on these loans while the student is enrolled in school at least half-time (six semester hours), during the grace period and during deferment periods. Unsubsidized Direct Loans are not based on financial need. Interest begins accruing after the first disbursement. Students have the option of paying the interest monthly or quarterly while in school and during the grace period or having the interest capitalized and added to the principal amount of the loan upon entering repayment.

Maximum Loan Amounts

Freshmen - \$5,500 for dependent students (maximum \$3,500 subsidized) \$9,500 for independent students (maximum \$3,500 subsidized)

Sophomores - \$6,500 for dependent students (maximum \$4,500 subsidized) \$10,500 for independent students (maximum \$4,500 subsidized)

Juniors/Seniors - \$7,500 for dependent students (maximum \$5,500 subsidized) \$12,500 for independent students (maximum \$5,500 subsidized)

Graduate Students - \$20,500 (unsubsidized loans only)

Aggregate Loan Limits

Undergraduate - \$31,000 for dependent students (maximum \$23,000 subsidized) \$57,500 for independent students (maximum \$23,000 subsidized)

Graduate - \$138,500 (maximum \$65,500 subsidized)

The graduate limit includes Federal Direct Loans received for undergraduate study.

Federal Direct PLUS Loans (for parents of dependent students) - Loan. Loan amounts under this program are limited to the student's cost of education minus other financial aid awards. Parents may be denied a PLUS loan due to adverse credit history. If the PLUS Loan is denied, the student is eligible for an additional Unsubsidized Loan. The repayment period for each Direct PLUS Loan begins on the date the final loan disbursement is made. There is no grace period for Direct PLUS Loans. Parents have the option of postponing payments until six months after the student ceases to be enrolled at least half time. Parents must contact the Direct Loan Servicing Center to request a postponement of payments. Interest will accrue during the postponement period. The loans have a fixed rate for the life of the loan. Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall - August, Spring - January). One-semester loans are disbursed at the beginning of the semester for the full loan amount.

Federal Direct PLUS Loan for Graduate Students - Graduate PLUS Loans provide long-term loans to graduate students through the US Department of Education. Loan amounts under this program are limited to the student's cost of education minus other financial aid awards. Graduate students may be denied a PLUS Loan due to adverse credit history. Graduate students must complete the FAFSA to be considered for a PLUS Loan; and are only considered for this loan after applying for the maximum Federal Direct Loan. The repayment period for each Graduate PLUS Loan begins on the date the final loan disbursement is made. There is no grace period for Graduate PLUS Loans. Students have the option of requesting an in school deferment from the Direct Loan Servicing Center. Interest will accrue during the postponement period. The loans have a fixed rate for the life of the loan. Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall - August, Spring - January). One semester loans are

disbursed at the beginning of the semester for the full loan amount.

South Carolina Teachers Loan Program - South Carolina Teachers Loan Program provides loans in amounts up to \$2,500 for freshmen and sophomores. All other students may borrow up to \$5,000 per academic year up to a cumulative maximum amount of \$20,000. Loan indebtedness will be cancelled at the rate of 20% or \$3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area in South Carolina. If one teaches in both a critical subject and geographic area simultaneously, his/her loan shall be cancelled at the rate of 33 1/3% or \$5000, whichever is greater, for each full year of full-time teaching. The subject areas deemed critical at the time an individual applies will be honored for cancellation when one begins teaching; critical geographic areas must be deemed critical at the time of employment. If the student decides not to teach, the interest rate shall be the rate on the Federal Direct Unsubsidized Loan plus 2%, not to exceed 8.25%.

Career Changers Program - The Career Changers Program provides loans to individuals wishing to enter the teaching profession. The program provides annual loan amounts of \$15,000, up to a cumulative amount of \$60,000. Loan indebtedness will be cancelled at the rate of 20% or \$3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area in South Carolina. If a person teaches in both a critical subject and geographic area simultaneously, his/her loan shall be cancelled at the rate of 33 1/3% or \$5,000, whichever is greater, for each full year of full-time teaching. The subject areas deemed critical at the time an individual applies will be honored for cancellation when he/she begins teaching; critical geographic areas must be deemed critical at the time of employment. If the student decides not to teach, the interest rate shall be the rate on the Federal Direct Unsubsidized Loan plus 2%, not to exceed 8.25%.

Veterans' Benefits

Students can find this information at the Veteran and Military Student Success Center, Penland Administration Building, room 107.

Vocational Rehabilitation

Students with disabilities may obtain grants-in-aid covering tuition, fees, books, supplies, and transportation through the Vocational Rehabilitation Service. Detailed information may be obtained from the Vocational Rehabilitation Department in Aiken.

How to Apply For Financial Aid

1. Make application for admission to USC Aiken. Financial aid is awarded only to students who satisfactorily complete the requirements for admission.
2. Submit the Free Application for Federal Student Aid (FAFSA). Application may be made online at www.fafsa.gov.
3. After students have been formally accepted for admission, their requests for aid will be considered.
4. All students who wish to apply for financial aid for the summer terms are required to complete a summer student aid application and submit the application to the USC Aiken Office of Financial Aid by the established deadline. These applications are available in early April of each year.

Academic Affairs and Regulations

As the chief governing body of the University, the Board of Trustees delegates power to the President and faculty in accord with its policies. Subject to the review of the President and the Board of Trustees, the faculty retains legislative powers in all matters pertaining to the standards of admission, registration, instruction, research, and extracurricular activities; the requirements for and granting of degrees earned; the courses; the curricula; the discipline of students; the educational policies and standards of the University; and all other matters affecting the conduct of academic affairs.

The University reserves the right to make changes in degree requirements, course offerings and academic regulations at any time when in the judgment of the faculty, the President or the Board of Trustees such changes are in the best interests of the students and the University. Within these same guidelines, the University reserves the right to require testing for placement in academic courses.

Registration at the University assumes the student's acceptance of all published academic regulations, including those which appear in this Bulletin and all others found in any official announcement.

Official policies of the University listed below are published in the *USC Aiken Student Handbook*, which is available through the Division of Student Life and Services and the Office of the Student Government Association:

1. Student Judicial Process
 - A. Academic Code of Conduct
 - B. Student Discipline System
 - C. Student Grievance Procedure
2. University Policy on Use of Alcohol and Drugs by Students
3. University Policy on Campus Solicitation

Rights of Bulletin

An undergraduate student may choose to obtain a degree in accordance with the curricular requirements for the particular degree set forth in the *USC Aiken Bulletin* current at the time of the student's initial enrollment, or any subsequent *USC Aiken Bulletin*, provided the student has not been absent from active enrollment at USC Aiken for a period exceeding three years (thirty-six months). Transfer credit awarded to a student who has been absent from the University for more than 36 months must be re-evaluated according to the standards in effect at the time the student is readmitted. However, a student is restricted in his/her choice of requirements to one specific *USC Aiken Bulletin*. Undergraduate students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific *USC Aiken Bulletin*.

Within the eight-year limit, an undergraduate student who is absent from the University for no longer than three years and who returns to complete his or her program of study, will have the right to continue under the *USC Aiken Bulletin* in effect at the time of original enrollment. Alternatively, the student may elect the degree requirements set forth in the *USC Aiken Bulletin* in effect at the time of re-enrollment.

When a student has been absent from enrollment at USC Aiken for a period in excess of three years, the student is restricted in his/her choice of program requirements to those set forth in the *USC Aiken Bulletin* in force at the time of re-enrollment or any subsequent *USC Aiken Bulletin*.

Under no circumstances will students be allowed to appeal to short-lived rules, regulations, and/or curricular requirements which were adopted and subsequently abandoned during the period of their absence.

Academic Calendar

The academic calendar lists all critical dates, including registration and refund deadlines, official University holidays, and final exam days. The Office of the Registrar publishes the academic calendar online here: <https://www.usca.edu/registrar/calendars/academic-calendars>.

In addition to the full-term fall and spring semesters, additional parts-of-term (condensed within the full term) for fall, spring, and summer are included in the online file.

Fall 2020

August 20	First Day of Classes
December 2	Last Day of Classes
December 3 - 4	Reading Days
December 7 - 11	Final Exams
December 10	December Convocation

Spring 2021

January 11	First Day of Classes
April 26	Last Day of Classes
April 27	Reading Day
April 28 - May 4	Final Exams
May 5	University Commencement

Graduate Degrees

Master of Business Administration

Currently, USC Aiken offers the Master of Business Administration (MBA) for STEM and Liberal Arts. This MBA program is designed exclusively for students with a background in one of the STEM fields (science, technology, engineering, mathematics) or any of the liberal arts. In contrast to most traditional MBA programs, the MBA for STEM and Liberal Arts will only accept students who do not hold an undergraduate business degree. The curriculum is designed to introduce non-business students to basic business skills that will allow them to be successful either within their current organization or as entrepreneurs starting their own small business.

Pending approval by the South Carolina Commission on Higher Education and SACS COC, beginning in January 2018, the MBA program will be moving to a totally online format and modifying its curriculum so that any student with a bachelor's degree can be accepted into the program and select one of five specializations.

Master of Education in Educator Leadership

The Master's Degree in Educator Leadership prepares educators to take on a variety of leadership roles in their buildings or districts. The program is intended to (1) develop administrative skills such as management, supervision and decision-making but also will focus on preparing school leaders to be instructional leaders, and (2) improve instruction and thereby improve student learning. The program focuses on building collaborative cultures and professional learning as well as continuous improvement through data-driven decision making. Another key focus of this program is to prepare these leaders to have a deep understanding of best practices in aligning curriculum, instruction, and assessment.

Master of Education in Learning Design and Technologies

The Master of Education Degree in Learning Design and Technologies is designed to provide advanced professional studies

in graduate-level course work to develop capabilities essential to the effective design, evaluation, and delivery of technology-based instruction and training (e.g., software development, multimedia development, assistive technology modifications, web-based development, and distance learning).

Master of Science in Applied Clinical Psychology

The Master of Science Degree in Applied Clinical Psychology provides graduate study and clinical experience in preparation for careers in applied clinical and counseling settings and as a foundation for students interested in pursuing doctoral studies. Students enrolled in this program are expected to pursue a plan of study to assure increased professional competence and breadth of knowledge in the field of clinical and counseling psychology.

Baccalaureate Degrees

General Education Requirements

USC-System Common Curriculum

The purpose of the USC-System Common Curriculum is to recognize the essential curricular requirements that campuses which are common to all. Collectively campuses are in agreement that the following competency categories are shared: written and spoken communication, numerical and analytical reasoning, foreign language or culture studies, natural science, and history. As is the current practice, each institution will identify courses which meet the competency requirements and these will be accepted across the USC-System to meet the USC-System Common Curriculum. At each of the USC-system institutions the USC-System Common Curriculum is consistent with the individual institution's own general education and major program requirements. Students who in their freshman year take courses within this common curriculum will be able to transfer to any campus within the system without losing any transfer credit. Students need to be cognizant of required courses in the major at the institution to which they are transferring to ensure that all courses within the common core count within the major. Unit heads at each of the campuses have the right to determine which courses within the common core count within the majors.

The USC-System Common Curriculum is described as follows:

Competency/Category	Credit Hours
Communication/Writing (English 101/102)*	6
Communication (Oral) (Public Speaking, Interpersonal Communication)*	3
Numerical/Analytical Reasoning (Math/Statistics/Logic)*	6
Natural Sciences Biology, Chemistry, Physics, Geology, Astronomy)*	7
History (U.S. History/World Civilization)*	3
Social/Behavioral Science (Sociology, Anthropology, Geography, Psychology, Economics, Political Science)*	3

*USC Aiken current General Education Requirements.

The general education requirements address the goals of the USC Aiken mission statement. The institution challenges students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields.

These goals are intended to provide a breadth of experience in the critical disciplines which are the foundation of a liberal arts education.

Although these requirements take the form of individual courses, integration of knowledge is critical to the learning experience. Students are expected to pursue their studies in an ethical, honest manner.

Degree Requirements

A student must successfully complete at least one hundred and twenty (120) semester credit hours with a minimum Institutional GPA of 2.0 to earn a baccalaureate degree. Some degree programs require more credit hours and/or a higher System GPA. General education requirements are a component of all majors.

1. General Education Requirements..... 49-52

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences..... 7-8
Biology, Chemistry, Physics, Geology, Astronomy (Science require two labs for a total of eight hours)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas)..... 6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)¹..... 9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and ENGL A102 through concurrent enrollment, AP, etc.) with a grade C or better in order to fulfill general education requirements and before taking Writing Intensive Courses (see #6) and other English courses.
2. Oral Communication² 3
COMM A201 or COMM A241
3. Math/Statistics/Logic 6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.
4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio section under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course section under Academic Affairs and Regulations.

Courses offered as writing intensive are designated with WI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC).

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

Humanities Course Definition:

Study in the Humanities and fine arts develops an understanding of what it means to be human - the struggles and aspirations, achievements and failures, values and visions that help us make sense of our lives and our world. Situating the events, customs, and symbols of people throughout time in their appropriate cultural contexts furthers the development of verbal, perceptual, and imaginative skills needed for organizing and understanding our world in communicable ways. Courses designed to fulfill the humanities requirement focus on cultural and intellectual expressions through historical, hermeneutic, cultural, and aesthetic investigations. Courses in philosophy, religious studies, languages (both classical and modern), literature, history, history and appreciation of the visual and performing arts, and designated areas in communications, such as rhetoric and intercultural communication are included among those considered to be humanities.

By contrast, those courses that primarily focus on developing a skill, such as writing, performance or production courses in the arts, technique or professional skills courses in communications, and those language courses that focus on learning to speak and write a different language at an elementary level, will not satisfy the humanities requirement.

The following courses meet the Humanities general education requirement:

Art History (ARTH): A105, A106, A206, A312, A335, A397, A398

Communication (COMM): A351, A352, A353, A355, A358, A450, A455, A462

English (ENGL): A281, A282, A283, A284, A285, A286, A288, A289, A290, A291, A293, A295, A301, A362, A385, A389, A390, A391, A392, A393, A394, A395, A396, A401, A405, A407, A411, A412, A415, A416, A417, A419, A423, A424, A425, A426, A427, A428, A429, A430, A431, A435, A449, A474, A480, A485, A491, A494

French (FREN): A302, A303, A305, A306, A308, A388, A397, A399

German (GERM): A303, A305, A395, A397, A398, A399

Spanish (SPAN): A303, A307, A319, A320, A321, A340, A380, A388, A397, A399, A426, A488, A498

History (HIST): All History courses. Note: If HIST A101 or HIST A102 is used towards this History of Civilization requirement, the

same course cannot count for the Humanities requirement. Also, if HIST A201 or HIST A202 is used towards the American Political Institutions requirement, the same course cannot count for the Humanities requirement.

Honors (HONS): A101

Humanities (HSSI): A107, A201, A202, A211, A301

Music (MUSC): A173, A175, A371, A372, A373, A374, A393

Philosophy (PHIL): A102, A211, A302, A303, A304, A311, A312, A350, A390, A399

Religion (RELG): A101, A103, A301, A302, A390, A399

Theatre (THEA): A161, A361, A362, A363

Non-Western World Course Definition:

A non-Western world studies course is any course which focuses substantially on the culture of a region of the world other than Europe or those areas in which the dominant culture is European, (e.g., the United States, Australia, New Zealand). Study of the cultures of the indigenous peoples of these countries (e.g., Maori, Apache, Iroquois, Aborigines) may be acceptable, but this would not include the study of "assimilated" ethnic groups (e.g., African-American, Japanese-Americans). Courses focusing on US/European involvement in other regions of the world (e.g., the Vietnam War, the British colonization of Africa) will not satisfy the non-Western world studies requirement.

The following courses have been approved as meeting the non-Western world studies general education requirement:

Art History

ARTH A397 Topics in Non-Western Art History (3)

Anthropology

ANTH A102 Understanding Other Cultures (3)

ANTH A315 Peoples of the Indian Subcontinent (3)

ANTH A352 Anthropology of Magic and Religion (3)

ANTH A490 Topics in Anthropology (3)

Communication

COMM A450 Intercultural Communication (3)

English

ENGL A291 Introduction to Non-Western Literature (3)

ENGL A385 Studies in Non-Western Literature (3)

ENGL A396 Global Women Writers (3)

ENGL A435 African and African-American Literature (3)

History

HIST A345 (3), HIST A346 (3), HIST A361 (3), HIST A362 (3),

HIST A366 (3), HIST A330 (3), HIST A448 (3), HIST A492 (3)

Languages, Literatures and Cultures

FREN A303 Francophone Culture and Civilization (3)

FREN A306 Survey of Non-Western French Literature (3)

FREN A388 Selected Non-Western Topics in Translation (3)

SPAN A303 Latin American Culture and Civilization (3)

SPAN A320 Survey of Latin American Literature (3)

SPAN A321 Survey of Latin American Literature II (3)

SPAN A380 Hispanic Cultures and Identities (3)

SPAN A388 Selected Non-Western Topics in Translation (1-4)

SPAN A397 Hispanic Film (3)

- SPAN A426 Afro-Hispanic Literatures (3)
SPAN A488 Selected Non-Western Topics (1-4)

Music

- MUSC A175 World Music (3)

Political Science

- POLI A122 Global Politics (3)
POLI A123 Non-Western Politics (3)
POLI A330 International Organization (3)
POLI A344 International Political Corruption (3)
POLI A483 Middle Eastern Politics (3)
POLI A487 Politics and Governments of Africa (3)
POLI A492 Non-Western Topics (3)

Religion

- RELG A103 Comparative Religion (3)

Sociology

- SOCY A410 Social Demography (4)

Writing Intensive Course Definition:

After successful completion of ENGL A101 and A102, students will complete three courses officially designated as writing intensive (WI). ENGL A201 cannot be used to satisfy this requirement. Students must take a minimum of one WI course within their major. For transfer students, WI credit will be calculated as follows:

Credits earned	No. of WI courses req.	WI credit given
<30 hours	3 WI courses (1 in major)	0
30-59 hours	3 WI courses 1 in major	0
60-89 hours	2 WI courses (1 in major)	1
>90 hours	1 WI course in major	2

All WI courses must require the equivalent of at least 15-20 pages of word-processed written work as part of the overall grade. Each WI class should include explicit instruction in writing as it relates to a given discipline. Students must have the opportunity to benefit from the instructor's comments as they revise and edit their written work. Instructor comments should focus on some combination of clarity of purpose, quality of thought, organization of content, synthesis and integration of sources, attribution and documentation of sources, language and style, and grammar and usage as appropriate within the discipline.

In 100- and 200-level courses, writing might consist of shorter assignments (e.g. 8-10 one- to two-page papers or 4 three- to four-page papers), essay exam responses, and/or writing-to-learn assignments (e.g. journal assignments, brief responses to readings, short research assignments, response to peer writing, or lab reports.) In 300- and 400-level courses, longer papers might be more appropriate (e.g. 2 ten-page papers, or 1 ten- and 2 five-page papers).

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

Note: Individual major degree programs may require specific courses within each category and may add requirements.

Please also see the sections of the USC Aiken Bulletin describing the major programs of study for any limitations on general education requirements.

Inter-Curricular Enrichment (ICE) Program

Student participation in the Inter-Curricular Enrichment (ICE) Program is among the requirements for graduation from USC Aiken. Students are required to attend approved events that include lectures, performances, films, concerts, and exhibits. The Inter-Curricular Enrichment (ICE) Program is designed to support USC Aiken's goal to produce "engaged learners and principled citizens" by broadening students' cultural and intellectual perspectives.

Requirement: USC Aiken undergraduate students who are admitted in Fall 2009 and thereafter will attend at least two ICE events per academic semester up to a total of 16 over their four-year college career. Students will not be approved to receive their degree until they have met the ICE requirement.

Specific provisions of the program are as follows:

- Undergraduate students admitted in Fall 2009 and thereafter are required to attend at least two ICE events per academic semester in order to graduate.
- Transfer students and change-of-campus students will be awarded ICE credits based on the number of credit hours they bring to USC Aiken, and must subsequently attend two ICE events per semester until they reach a total of 16.
- Part-time students will complete two ICE events for every 15 hours of completed course credit.
- Students admitted to and enrolled in degree programs that are delivered entirely online will be given online options to earn ICE credits.
- Freshman Convocation will constitute the first ICE event for entering freshmen.
- Participation in ICE events will be recorded and monitored for each student.
- The calendar of ICE events will be available online.
- Students participating in university Study Abroad programs may earn two ICE credits while overseas by participating in pre-approved inter-curricular academic events.
- On occasion, a student may be granted special permission to receive ICE credit for attendance at an off-campus event if he/she can demonstrate an inability to attend on-campus programs. Any such exceptions must be approved in advance by the Assistant Vice Chancellor for Academic Affairs.
- Students may not miss regularly scheduled classes to participate in an ICE event.
- Expectations for student behavior are the same at ICE events as in the classroom.
- It is the responsibility of students to verify that they receive credit for the ICE events that they attend. Students must report a perceived discrepancy in the crediting of attendance at an ICE event to the Assistant Vice Chancellor of Academic Affairs no later than thirty (30) calendar days following the event. Students will not earn credit for perceived discrepancies reported after thirty (30) calendar days.

Writing Proficiency Portfolio

The Writing Proficiency Portfolio (WPP) serves a two-fold purpose:

- to certify each student's writing proficiency within the context of general education assessment, and

2. to make all students aware of the necessity for developing and transferring their writing skills beyond the composition sequence.

To these ends, each student must submit a writing proficiency portfolio between 60 and 90 hours. **Application for graduation will not be allowed until the student has satisfied the writing proficiency requirement.** Transfer students who have completed 60 hours at other institutions are given up to thirty hours in residency at USC Aiken to build their portfolios; however, transfer students must satisfy the portfolio requirement in the semester before applying for graduation.

Students are encouraged to visit the USC Aiken Writing Center regularly during their first 60 hours to work on their academic writing. Any questions concerning this portfolio process should be addressed to the Director of Writing Assessment in the Department of English.

For the schedule of submission deadlines, please consult the USC Aiken Undergraduate Calendar.

Students should consult their advisors about meeting the deadline for submission of the portfolio. Failure to submit the portfolio on time can place a student's anticipated graduation in jeopardy.

The Writing Proficiency Portfolio (WPP) is designed to allow students seeking a baccalaureate degree from USC Aiken an opportunity to demonstrate their ability to apply the skills and competencies they began to develop in the composition sequence to university writing contexts beyond that level. It will consist of three course-related papers selected by the student as examples of his/her best writing in the English language and one reflective essay annotating the various reasons for his/her selections. At least one of the three course-assigned papers must include researched writing. Essays, extended essay exam answers, or other appropriate written assignments may be used. No more than one of these may come from the composition sequence. Since the portfolio is designed to show the range of a student's writing, the student is encouraged to select work from a variety of courses. Papers produced through group work should not be submitted. Each selection must be identified by course title, semester taken, and instructor's name. All of these three papers may be rewritten to demonstrate the student's current writing proficiency, for a paper deemed satisfactory at the freshman level may not adequately demonstrate proficiency at the rising-junior level. The reflective essay will serve as a cover essay for the portfolio and should discuss the reasons the student selected each paper.

While papers from USC Aiken classwork are preferred, transfer students may submit papers from other academic settings. Transfer students who enter USC Aiken with fewer than thirty (30) hours of required coursework to complete at USC Aiken may elect to enroll in ENGL A201 in lieu of portfolio submission.

Those students who have demonstrated competency in university-level writing will be certified as having satisfied USC Aiken's expectations concerning writing proficiency within the context of general education requirements. Students who demonstrate exceptional competency will be recognized as meritorious. Students whose portfolios do not meet minimum competency by falling below the benchmark, will be advised to **either** resubmit for reconsideration **or** enroll in and pass ENGL A201: Writing in the University with a grade of "C" or better

Major Requirements

Each baccalaureate degree program includes courses to enable specialization in a particular area of interest. The competencies to be gained in the course of study in the major are specified in the description of each major.

Cognates

A cognate is an additional concentration of study intended to support course work in the student's chosen major. Cognates differ from minors (see below) as cognate courses may be distributed over more than one subject area and more than one department. Cognate courses should be junior-senior level courses and must be approved by the student's major department. Cognates or minors are required for most degrees. The specific cognate requirements for each degree program are outlined in the *Bulletin*. Courses taken toward a cognate cannot be counted as major or general education requirements, with the exception of free electives.

Minor

A minor prepares the student in a second field which may or may not be directly related to the major field. Requirements are established by the department/school which offers the minor program. See department listings for specific minor requirements. Courses taken toward the minor cannot be counted toward major or general education requirements, with the exception of free electives. All courses must be passed with a grade of "C" or higher. Students should notify their advisor and the department chair/dean of the minor which is selected. Declaration of a minor may be made on the request a minor form on the Office of the Registrar website.

Electives

The number of elective credits varies according to the major the student selects. See the descriptions of specific degree programs within the Academic Programs section of this bulletin. Elective credits for participation in University performing ensembles may be counted up to a maximum of four credits.

Technological Literacy

USC Aiken uses technology to enhance student learning. Students receive training in the use of appropriate technology through their academic majors. Details are provided in the descriptions of individual degree programs.

Program of Study

Students are expected to follow the program outlined for their major as closely as possible, particularly within the first two years. When special problems arise, the student may consult the department chair/dean before consulting the Executive Vice Chancellor for Academic Affairs and Provost.

Students must pursue required courses in the prescribed sequence. Failure to do so may lead to scheduling difficulties. Students may find courses they wish to take either not available or closed to those without advanced standing.

Under current regulations, students who have failed to complete successfully all of the freshman requirements may not enroll in courses in their major field beyond the sophomore level. In this case, students may take electives until the deficiency is removed.

Students who enroll in classes for which prerequisites or other defined requirements have not been met may be removed from those classes.

Policies and Procedures

Registration

To be officially enrolled in the University, students must be academically eligible, complete the registration process with the Office of the Registrar, and possess a receipt for payment of current academic fees. USC Aiken offers Self Service Carolina (SSC) as a means of registration. A student may also use SSC to access grades, view current class schedule, review fees, process tuition bills, check for time tickets during Priority Registration as well as other services during each academic year.

Students are expected to complete registration (including the payment of all required fees) by the dates prescribed in the university calendar to avoid paying a late registration fee of \$5.00 per day (\$50.00 maximum). After late registration, a \$40.00 reinstatement fee will be charged in addition to all other fees.

Not paying tuition in the hope of having all courses and financial obligations to the University is strongly discouraged. Students are responsible for knowing payment and refund information and for taking action themselves to drop a class or completely withdraw from the semester according to the published dates in the academic calendar and refund schedule.

Academic Advisement

Students are responsible for completing all requirements for their degree. Academic advisors and the department faculty in the major are responsible for evaluating progress toward the degree and for interpreting and applying major requirements. Normally students will be able to progress by accepting the advice of their academic advisor. Undecided students are advised by a special group of advisors.

Transient and non-degree students will not be assigned advisors but may consult with advisors in the Center for Student Achievement about courses. To register, non-degree students must have a signed waiver from an advisor in the Center for Student Achievement.

Declare or Change of Major

The college experience provides an opportunity for exploration of many disciplines and fields of study. Therefore, students are not required to select a major at the time of admission to the University.

Students who have earned 30 semester hours and wish to continue their studies at the University should declare a major in a program for which they meet entrance or progression requirements. Undecided and change-of-major students should use the resources available in the Center for Student Success and in Career Services to help them choose a major.

Students who wish to change their major, advisor, or degree must complete the Declare or Change a Major or Concentration form located at <https://www.usca.edu/registrar/forms/declare-or-change-a-major-or-concentration-form>. Credits earned in one degree program are not necessarily applicable toward other degrees.

Students must complete a special admission process prior to the junior year for some programs (Business Administration, Education, and Nursing).

Course Credit

The number of class meetings per week for one semester usually determines the credit value of each course. Two or three laboratory hours (one period) are equivalent to one class meeting. The semester hour credit for each course is included in each course description.

Course Numbering

Courses numbered from 101 to 599 are available for undergraduate credit. Courses numbered 600 and higher can be taken only for graduate credit.

Course Descriptions

Course descriptions are listed immediately following the various program outlines in this Bulletin.

Example:

ENGL A345 Business Writing. [=BADM A345] (3)

(Prereq: Grade of C or better in ENGL A101 and A102)

The elements of the course descriptions are as follows:

1. **Academic discipline.** Course descriptions are arranged alphabetically by discipline. The four-letter abbreviation is the acronym used for course registration and all academic records.
Example: ENGL
2. **Course number and title** appear in bold type.
Example: **A305 Minority Group Relations**
3. **Cross-listing.** In the case of courses which are offered in an identical form by two or more departments/schools or disciplines, all listings by which they may be identified appear in parentheses between the course title and indication of credit hours. An equal to sign [=] indicates such equivalencies.
Example: [=BADM A345]
4. **Credit hours.** The number in parentheses indicates the semester credit hours awarded for successful completion of the course. In the case of course sequences where two or more related courses are included in the same entry, a statement such as "3 each" indicates that all courses in the sequence carry the same credit. If the courses do not all carry the same credit, the credit hours awarded for each course are individually itemized. Variable credit, indicated by an entry such as "3-6", is employed in the case of courses whose content and credit are to be individually determined.
Example: **(3)**
5. **Prerequisites.** Any necessary prerequisites or corequisites, indicated by the abbreviations "prereq" and "coreq," are given in parentheses after the credit hours.
Example: (Prereq: Grades of C or better in ENGL A101 and A102)

Auditing

Auditing a course entails attending classes and listening without actively participating in the class. A student who audits a class is not responsible for any assignments or examinations. No credit may be earned in an audited course by examination or otherwise.

No audited course may be repeated for credit at a later date.

Students should submit the request for permission to audit a course to the instructional department concerned and should specify the semester when they wish to audit. The applicant must complete the prescribed procedure for enrollment through the Registrar's Office prior to the last day to add a class for that semester. A student must have been admitted to the University to be eligible to audit a course. If a student decides to take the course for credit, he/she may change from audit to credit by the published deadline to change a schedule for that semester. Auditors who are not enrolled as full-time students will be charged the current rate per credit hour.

Pass/Fail Option

Students may elect to take one or more free elective courses under the Pass/Fail option each semester. (See Grading System under Academic Affairs and Regulations for all regulations pertaining to Pass/Fail.) A Pass/Fail Option form must be completed and returned to the Registrar by the published deadline to elect the Pass/Fail option for a particular semester. The student will receive the hours earned if the course is passed, but the grade point average will not be affected by a course taken Pass/Fail.

Independent Studies

Advanced students may be afforded the opportunity to conduct an independent study of a topic not covered in other courses under the guidance and supervision of a professor. Under normal circumstances a student may not take a regularly scheduled course on an independent study basis. All independent study courses must involve work which is clearly of an academic nature. The student must complete a significant body of work which is evaluated and graded.

All students taking courses on an independent study basis must have an approved independent study contract on file with the department and the Registrar's Office. This contract must be completed by the instructor and the student and approved by the advisor and department chair/dean. Students must present their approved copy when registering for the course. The contract must include a detailed specification of the work the student is expected to complete and an explanation of how the student's grade will be determined. Published academic calendar deadlines and the established grading system apply to independent studies.

Independent study courses are intended primarily for juniors and seniors who desire advanced intensive work on a specific topic and, therefore, do not count toward general education requirements.

Repetition of Course Work

Students may repeat any course. All registrations will appear on the student's permanent record and all grades will be computed in the student's grade point average. Course credit for graduation will be given only once unless otherwise stipulated in the course description.

Course Grade Forgiveness

Beginning with the Fall 2007 semester, it is the policy of the University of South Carolina Aiken that every currently enrolled, fully-admitted, degree-seeking undergraduate student earning a "D+", "D", "F", "FN," or "WF" in a USC Aiken course may take up to two (2) undergraduate courses for a second time for the purpose of grade forgiveness. (This limit of two is system-wide regardless of the number of campuses a student attends.) Both the first and second grades shall appear on the USC permanent record, but only the second grade will be used in computing the University of South Carolina cumulative grade point average. An explanatory notice will appear on the record.

This policy does not preclude students from repeating classes multiple times, in accordance with program requirements, but only the second attempt at the class may forgive the original grade of "D+", "D", "F", "FN," or "WF". Grade forgiveness can only be applied once per course for a maximum of two courses (not to exceed eight credits) on a student's undergraduate academic record, without regard to the number of degrees sought. Under the grade forgiveness policy, the forgiven and repeated class must both be taken at the same USC campus in the Fall 2007 semester or thereafter.

Established requirements for repeating classes, admission to, or progression in, specific academic programs of the University take precedence over the grade forgiveness policy. Program or progression grade point averages are not affected by this policy. Refer to

the guidelines for each program for specific requirements.

Only a regular letter grade can replace a forgiven grade. Grades of "W", "I", "S", "U", or "AUDIT" may not replace previous grades. Courses intended to be repeated for additional credit, such as research or applied music, are not eligible for grade forgiveness.

Students who have been granted Academic Forgiveness to reset the grade point average after readmission are not eligible for course grade forgiveness. Please refer to the Bulletin entry for Academic Forgiveness for Former USC Students with Less Than a 2.00 Cumulative GPA. Courses transferred from other institutions are excluded from this policy.

Semester honors (dean's or president's honor list), academic standing (scholastic deficiency, probation, suspension), or previous grade point totals will not change retroactively as a result of applying this policy. Eligible students wishing to apply the course grade forgiveness policy to a course enrollment may do so at any time during his/her undergraduate enrollment by completing an application for Grade Forgiveness, but no applications will be honored after the degree is awarded. Once grade forgiveness is applied to a repeated course, the action may not be revoked.

Concurrent and Transient Enrollment

Concurrent enrollment means attending USC Aiken **and** another USC campus or another college at the same time. Transient enrollment means **leaving** USC Aiken for a semester or more to attend another USC campus or another college in-state or out-of state.

Permission for either concurrent or transient enrollment is obtained on a Request to Earn Credit Through Special Enrollment form available from the Office of the Registrar. Courses must be approved by the appropriate department chair/dean and the form must be signed by the student's advisor and department chair/dean before it is submitted to the Office of the Registrar for processing. The Office of the Registrar will also confirm the USC Aiken equivalent of each course taken in this manner based on transfer articulation tables developed by the Office of Admissions or as determined by the unit head of the academic area in which the course is housed. Students who wish to enroll in concurrent or transient work at another USC campus can usually register for those classes in Aiken.

Students wishing concurrent or transient enrollment at a college outside the USC system must remember the following:

- a) Students are not permitted to take the last 25% of credit hours for their degree through concurrent or transient enrollment. Students who believe they have grounds for an exception should submit an Academic Petition and should allow approximately four weeks for a decision. See Academic Affairs and Regulations for more information regarding the In-Residence Requirement.
- b) Courses taken outside the USC system must be passed with a letter grade of "C" or better in order for USCA to award credit.
- c) Courses taken outside the USC system transfer back to USC Aiken as "hours earned" only; therefore, they are not calculated into the System GPA and have no bearing on suspension or probation.

USC Aiken students who obtain credits as **transient/concurrent students** must have all official transcripts sent directly to the Office of the Registrar at USC Aiken from each institution the student attends. This includes institutions the student attends during summers or while in transient or concurrent enrollment status, whether or not the student earns satisfactory grades or the credits apply to the degree sought.

Transient/Concurrent Study at USC Aiken

Students from another USC campus must obtain permission from their advisor or college dean/school head to take courses at USC Aiken by completing a Request to Earn Credit Through Special Enrollment form. Many times, students may register on their home campus for USC Aiken courses. Once the work is completed, the grades automatically transfer and are calculated into the student's Institutional GPA.

Students from outside the USC system must be admitted to USC Aiken prior to taking courses. The Office of Admissions will send notification of acceptance as concurrent or transient students. Registration procedures and academic calendar deadlines must be observed by all transient students, including meeting the pre-requisites of the USC Aiken class(es). If a USC Aiken class has a pre-requisite, the student must furnish transcripts that can support their eligibility in the class. Once their work is completed, students from outside the USC system must request that an official transcript be sent to their home college.

Senior Citizens

South Carolina state law (59-111-320) authorizes USC Aiken to permit legal residents of South Carolina at least sixty years of age to attend classes without the payment of tuition, **on a space-available basis**, provided that such persons meet admission and other standards deemed appropriate by the University and do not receive compensation as full-time employees. To enroll in a course, senior citizens must first complete all the necessary paperwork required by the Office of Admissions and submit a request for specific classes to the Office of the Registrar where they will actually be registered. Because the law stipulates this be done on a space-available basis, senior citizens will not be registered until after the general student population has completed registration. The Office of the Registrar staff will do this on the third day of classes in fall and spring and on the first day of classes for Maymester and summer. Changes in enrollment status (i.e. changing from credit to audit or audit to credit) must be completed by the last day to change a course schedule or drop without a grade of "W" being recorded, as published in the session and refund table located on the USC Aiken website at <https://www.usca.edu/registrar/calendars/academic-calendars>

Semester Course Load and Course Overload

To graduate within 4-5 years, a student should earn a minimum of 15 credit hours per semester in academic studies.

New students are eligible for 18 hours or more if they have a total score on the SAT of 1000 or higher.

A continuing student who wishes to take 18 or more hours must have earned a GPA of at least 3.0 for the preceding semester's work (on a minimum of 12 semester hours) and must have the approval of the advisor and the department chair/dean. Permission is required for an overload even if part of the course load is on an audit basis. An advisor can provide overload permission via an email to overload@usca.edu, listing the name and USC ID of the student along with the total number of hours he/she may take. Students must pay an additional fee for 17 or more credit hours.

Maymester

Maymester is a compressed term, usually two weeks in length held between the close of the Spring semester and the beginning of the first Summer term. Although Maymester offers students a versatile schedule, complications can arise, especially for financial aid recipients. Typically, a student must drop a Maymester course on the first day of class in order to avoid any financial responsibilities. Failure to pay the bill will not absolve the student of Maymester obligations.

Summer Sessions

The summer session consists of a variety of terms covering both Maymester and the traditional Summer I and Summer II formats as well as classes that are scheduled the entire summer. Any student regularly enrolled in the University may take work applicable to his or her degree program during the summer session. All regulations governing the regular academic year pertain to the summer session as well. A student must drop a summer class within the first two days of class in order to avoid any financial responsibilities. Failure to pay the bill will not absolve the student of summer payment obligations. See <https://www.usca.edu/registrar/calendars/academic-calendars>.

The University reserves the right to cancel any course in the event of inadequate enrollment. Registration in any course may be closed when the maximum enrollment has been reached.

Maymester and Summer Session Course Loads

The maximum load allowed in Maymester is one course. The maximum load allowed in each summer session is two courses and associated labs. An overload in Maymester or either summer session must be approved by the student's academic advisor and department chair/dean according to the criteria described under "Course Overload."

Schedule Adjustments

Students may make adjustments to their schedules during the drop-add period listed on the schedule of class offerings for that semester. Students must obtain permission on an advisement form or in the Notes section of Degree Works to drop or add a class, to change credits, to change from audit to credit or to change from credit to audit. No permission from the advisor is needed for changing sections. No student should present him/herself for registration without an advisement form signed by the appropriate advisor. Students may also make schedule adjustments via Self Service Carolina (SSC) once advisor approval has been given. **Failure to drop a course by the published deadline and through proper channels may result in the assignment of a grade of "F" or "FN" as well as obligation to all or a portion of the tuition.**

Dropping a Course

A student who is considering dropping a class should first consult with his/her academic advisor. Students who drop a class or classes during the first week of a semester, the Schedule Adjustment Period, will have no record of the dropped courses on their permanent transcript. Courses dropped will not enter into the computation of hours attempted or the grade point average. Courses dropped after the Schedule Adjustment Period but prior to the last day to withdraw without academic penalty (as published in the University's academic calendar) will receive a grade of "W" which will be recorded on the student's permanent record but will not be used in computing his/her grade point average. The last date to receive a "W" for Fall semesters is October 31st, while March 31st is the last date to receive a "W" for Spring semesters.

A grade of "WF" will normally be recorded for any course dropped after October 31st in Fall or March 31st in Spring.

Courses that meet in special parts of term and in Maymester or summer have a more compressed time frame and therefore different dates all registration transactions. (See "Withdrawal from the University" later in this section for more details.)

If a student drops a class or classes and is due a refund, the paperwork will be processed by the Registrar's Office and the Business Services Office and a check will be mailed to the student. (See "Fees and Refunds" section of this Bulletin for more information.)

Failure to drop a course by the published deadline and through proper channels will result in the assignment of a grade of "F" or "FN."

Right Of Petition

Undergraduate students who wish to request an exception to the academic regulations regarding admissions or academic progression at the University should apply to the USC Aiken Scholastic Standing and Petitions Committee.

The student's petition for a modification of academic regulations must be submitted with a recommendation from the department chair/dean. The student will be allowed only one appearance before the Committee on the basis of a documented petition. Should the student's request be denied by the Committee even after personal appeal, the student may appeal to the Executive Vice Chancellor for Academic Affairs and Provost. The Executive Vice Chancellor and Provost's response may be reviewed by the Chancellor, whose decision will be final.

Graduate students who wish to request an exception to the academic regulations of the University should apply to the academic unit that directs the student's program. After the internal process has been exhausted, the student may apply to the USC Aiken Graduate Advisory Council for approval. The student's petition for a modification of academic regulations must be submitted with a recommendation from the department chair/dean. The student will be allowed only one appearance before the Council on the basis of a documented petition. Should the student's appeal be denied by the Council, the student may appeal to the Executive Vice Chancellor for Academic Affairs and Provost. The Executive Vice Chancellor and Provost's response may be reviewed by the Chancellor, whose decision will be final.

Once a Change of School Form has been completed, students enrolled in USC Aiken off-campus programs, shall be entitled to relief from any academic complaint or grievance through the student grievance procedure established in the applicable USC Regional Campus Student Handbook. After a judgment has been rendered on that campus, an appeal to the Executive Vice Chancellor for Academic Affairs and Provost at USC Aiken and a subsequent appeal to the USC Aiken Chancellor may be made.

Course Substitutions

Only under unavoidable and exceptional circumstances will the faculty permit substitutions for or exemptions from the prescribed curricula. When it becomes necessary to request a deviation from the prescribed program of study, students should consult the department chair/school dean for their major before proceeding.

Requests to deviate from the general education requirements after enrollment at USC Aiken must be presented on an Academic Petitions Form, available from the Registrar's Office. The student must obtain the signature of the advisor and the dean/department chair before returning the Petition to the Registrar. The Registrar will submit the request to the Scholastic Standing and Petitions Committee for approval/disapproval. If the petition is approved, it will become part of the student's permanent record. If the petition is denied, the student will have the right to make a personal appeal to the Scholastic Standings and Petitions Committee at its next meeting. Should a student's personal appeal be denied by the Committee, the student may then appeal to the Executive Vice Chancellor for Academic Affairs and Provost, and, if necessary, to the Chancellor, whose decision shall be final. Students should allow a minimum of one month for such requests to be reviewed.

Requests to deviate from the major requirements of a program of study must be approved by the school/department. The student should submit a memo describing the requested change and the rationale for the substitution. The memo must be signed by the advisor, dean/department chair, and the Executive Vice Chancellor for Academic Affairs and Provost and then returned to the

Registrar's Office.

Course Substitutions for Students with Disabilities

Students with documented disabilities may be eligible for a course substitution. Based on appropriate documentation, the Coordinator of Disability Services determines whether a course substitution should be recommended. Students should be aware that a disability will be revealed to faculty and staff involved in evaluating a recommendation for a course substitution.

If the recommendation for a substitution applies to a course in the major, the student will follow the procedure for course substitutions outlined above.

If the recommendation for a substitution applies to a general education requirement, the student will submit an Academic Petition to the department chair/dean of the student's major along with a memo from the Coordinator of Disability Services stating that a substitution is recommended. The department chair/dean will decide whether or not the course in question is "essential" to the major. If the course is deemed to be essential, the petition is disapproved at this point. If the course is not determined to be essential, the department chair/dean of the student's major in consultation with the department chair/dean of the unit offering the course will determine which course(s) may be used as a substitute. The Academic Petition will be returned to the Registrar and forwarded to the Scholastic Standing and Petitions Committee for approval/disapproval as described in the Course Substitutions policy above.

Cancelled Classes

Occasionally a class will be cancelled due to insufficient enrollment or for some other legitimate reason. When this happens, the Office of the Registrar will automatically remove the students from the class and give them the option of either seeing their advisor and adding another class by the deadline to add classes or taking a 100% refund. Students are not responsible for any paperwork in this instance unless they want to add a substitute class.

Enrollment Discrepancies

At various times during the semester, faculty report absences and students who have failed to show up for class. When students are notified of this issues, it is up to them to take action and withdraw from the University. There are no administration drops or withdrawals.

Withdrawal From The University

A student desiring to withdraw from the University for a semester should consult his/her academic advisor and then drop his/her classes from Self Service Carolina. Any refund the student may be due will be mailed to him/her by the Business Services Office. If a student withdraws during the Schedule Adjustment Period, there will be no record of enrollment for that semester on his/her permanent record. The next period in which a "W" is assigned starts the second week of class and lasts until October 31st for Fall and March 31st for Spring. A grade of "**WF**" will normally be recorded for any course dropped after the October 31st or March 31st of the respective term (pro-rated for shortened and elongated parts of terms and Maymester/summer).

Withdrawal Due to Extenuating Circumstances

If a student needs to withdraw after the last day to receive a "W" for the term because of extenuating circumstances, such as prolonged illness or debilitating accident, the student should complete the form for Withdrawal Due to Extenuating Circumstances. This form is available in the Registrar's Office. A student seeking withdrawal due to extenuating circumstances must withdraw from all courses for that term. The student should present a written explanation

along with supporting documents and forms to the Executive Vice Chancellor for Academic Affairs and Provost for initial approval. The student will then present the documents to the appropriate instructors. Each instructor must sign the form and assign the grade of “W” or “WF”.

A “W” is assigned if the student was passing the class at the time of the extenuating circumstances. A “W” does not affect the student’s grade point average. A “WF” may be assigned if the student was not passing the course at the time of the extenuating circumstances. The “WF” is calculated as a failing grade in the student’s grade point average. When all instructor signatures have been obtained, the form must be returned to the Executive Vice Chancellor for Academic Affairs and Provost for final approval and forwarding to the Office of the Registrar for processing.

Students have only one semester following the term for which they are seeking withdrawal for extenuating circumstances to complete the entire process including the paperwork. For example, a student who became ill during the spring semester would have until the end of the following fall semester both to request a withdrawal and process the paperwork. The Executive Vice Chancellor for Academic Affairs and Provost typically will not consider requests for withdrawal due to extenuating circumstances if the student completes the required work in a course and is assigned a letter grade or if a student is assigned some combination of passing and failing grades during the term for which the withdrawal is sought.

It is important for students to understand that even if they are taking only one course per semester, the proper procedure is to log into Self-Service Carolina and drop it. Failure to complete the withdrawal process may result in the loss of a possible refund and/or the assignment of failing grades in all courses for that semester.

Class Attendance

When students enroll in a particular course, they obligate themselves to complete all the work that may be assigned. Punctual and regular attendance is vital to the discharge of this obligation. The faculty of each department or school will determine the attendance policy for courses taught under its authority. The department or school may establish one uniform policy for all of its courses, may set unit policies for certain courses only, or may allow individual faculty members to determine attendance policy for their own classes. In the latter case, the department or school will review the individual policies and modify them as the unit sees fit.

All instructors must include the policy they intend to follow in each course syllabus which will be distributed to all students enrolled in the course.

Each policy, whether departmental or individual, will clearly explain the rules and limits regarding class attendance and absences that students may accumulate without penalty. If a policy limits the number of absences allowed, it should also list reasons for absences (e.g., documented incapacitating illness, official representation of the University, death of a close relative, religious holidays, jury duty). Excused absences do not absolve a student of responsibility for the completion of all assigned work in the class. A student should inform the instructor of any anticipated absences. It is the responsibility of the student to complete any work missed during an absence.

Students of official USC Aiken organizations are excused from classes when traveling for and participating in university-sanctioned events (e.g., athletic event, band competition, student government). These absences shall not count against their attendance record. Students are responsible for all coursework missed as a result of the university activity and will be given the opportunity to complete those assignments in a timely manner and without penalty. All student members of university organizations should inform their instructors as soon as they are aware of the anticipated missed class time. Student-athletes should give their team schedules to

their instructors the first week of the semester and the dates for rescheduled events as soon as they are known. Some exceptions to this policy may exist; examples include programs for which accreditation requirements do not allow absences, professional programs for which absences of any kind are not allowed, capstone courses with dedicated days for research presentations, and skills-based classes. Other absences are not excused unless allowed by the instructor of the class.

In the event of an impasse between the student and instructor on whether an absence will be excused or on any other issue related to attendance, the student may appeal the instructor’s decision to the chair of the department or dean of the school in which the course is taught. Student-athletes should consult the Faculty Athletics Representative (FAR) as part of this process. If the conflict still cannot be resolved, the student or the instructor may appeal the decision through the established University appeals procedure.

Faculty Attendance

In the event that any instructor is prevented from meeting class at the appointed time, and in the absence of any information regarding class dismissal from another faculty member or the departmental administrative specialist, students are required to wait fifteen (15) minutes before assuming that class will not be held.

Student Deportment

It is the instructor’s right to dismiss from the class any student who disrupts or disturbs the proceeding of the class. If the student who has been dismissed causes similar disturbances in subsequent meetings of the class, he/she may be denied admittance to the class for the remainder of the semester and be assigned a grade of “F”.

Faculty should refer to the *USC Aiken Faculty Manual*, 4.1-4 for further information regarding the University’s class attendance policy.

Final Examinations

Regular final examinations for spring and fall semesters are held over a five-day period at the close of each semester. Summer term examinations are held during a two-day period at the close of each session. Maymester final exams are held for only one day. Examination schedules are published on the University’s web site. Final examinations for laboratory sections may be administered during the last scheduled meeting of the lab. No final examination for any other course may be held outside of the officially scheduled examination time without the special permission of the Executive Vice Chancellor for Academic Affairs and Provost.

By consent of the instructor, a student may be transferred from one examination section to another if the instructor teaches more than one section of the same course.

Any student who is scheduled to take more than two exams on the same day may take one of the exams on another day of the exam week. This change in the exam schedule must be coordinated with the appropriate department chair or dean.

Students who are absent from any final examination may be given the grade of “F” in the course if they have not offered an excuse acceptable to the instructor.

Re-examination for the purpose of removing an “F” or raising a grade is not permitted. No early examinations are given for graduating seniors.

Transfer Credit

Transfer students are given credit for their previous college work after careful evaluation by a team of evaluators. The student is notified via email that the evaluation has been completed and that the student may review the resulting evaluation by using Degree Works which is available in Self Service Carolina. Each transfer

course will show the equivalency to an appropriate USC Aiken offering.

Following admission to USC Aiken, if a student wishes to earn credits for coursework at another institution, he or she must complete a Special Enrollment Request and obtain approval from the academic advisor and the appropriate department chair/school dean prior to enrollment.

Only undergraduate courses taken at a regionally accredited institution of higher education which are comparable in content and credit hours to specific courses offered by USC Aiken and in which grades of "C" or better have been earned will be accepted for transfer. See the State policy regarding transfer credit from a two-year institution on the following page. It is permissible for credit from a graduate level course to be used for an undergraduate waiver of a requirement if it is carefully examined and approved by the appropriate department chair/dean. This waiver will only be granted on a case-by-case basis for exceptional circumstances. As a general rule, the following kinds of courses do not transfer:

- 1) those strictly occupational or technical in nature,
- 2) those remedial in nature,
- 3) those considered upper division or upper level at USC Aiken that were taken at a two-year institution,
- 4) those not listed as part of the two-year institution's college parallel program.

A maximum of **30** semester hours earned in educational experiences in the military, off-campus extension classes or while classified as a 'special student' may be accepted as partial fulfillment of the requirements for an undergraduate degree.

Transfer: State Policies and Procedures

Background

Section 10-C of the South Carolina School-to-Work Transition Act (1994) stipulates that the Council of College and University Presidents and the State Board for Technical and Comprehensive Education, operating through the Commission on Higher Education, will develop better articulation of associate and baccalaureate degree programs. To comply with this requirement, the Commission upon the advice of the Council of Presidents established a Transfer Articulation Policy Committee composed of four-year institutions' vice presidents for academic affairs and the Associate Director for Instruction of the State Board for Technical and Comprehensive Education. The principal outcomes derived from the work of that committee and accepted by the Commission on Higher Education on July 6, 1995, were:

An expanded list of 86 courses which will transfer to four-year public institutions of South Carolina from the two-year public institutions;

A statewide policy document on good practices in transfer to be followed by all public institutions of higher education in the State of South Carolina, which was accepted in principle by the Advisory Committee on Academic Programs and the Commission;

Six task forces on statewide transfer agreements, each based in a discipline or broad area of the baccalaureate curriculum.

In 1995 the General Assembly passed Act 137 which stipulated further that the South Carolina Commission on Higher Education "notwithstanding any other provision of law to the contrary, will have the following additional duties and functions with regard to the various public institutions of higher education." These duties and responsibilities include the Commission's responsibility "to establish procedures for the transferability of courses at the undergraduate level between two-year and four-year institutions or schools." This

same provision is repeated in the legislation developed from the Report of the Joint Legislative Study Committee, which was formed by the General Assembly and signed by the Governor as Act 359 of 1996.

Act 137 directs the Commission to adopt procedures for the transfer of courses from all two-year public to all four-year public institutions of higher education in South Carolina. Proposed procedures are listed below. Unless otherwise stated, these procedures became effective immediately upon approval by the Commission and were to be fully implemented, unless otherwise stated, by September 1, 1997.

Statewide Articulation of 86 Courses

1. The Statewide Articulation Agreement of 86 courses approved by the South Carolina Commission on Higher Education for transfer from two- to four-year public institutions will be applicable to all public institutions, including two-year institutions and institutions within the same system. In instances where an institution does not have synonymous courses to ones on this list, it will identify comparable courses or course categories for acceptance of general education courses on the statewide list.

If an institution does not have synonymous courses to ones on this list, it will identify comparable courses or course categories for acceptance of general education courses on the statewide list.

Admissions Criteria, Course Grades, GPAs, Validations

2. All four-year public institutions will issue annually in August a transfer guide covering at least the following items:

A. The definition of a transfer student and requirements for admission both to the institution and, if more selective, requirements for admission to particular programs.

B. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT, ACT) taken more than a given time ago, for academic coursework taken elsewhere, for academic coursework taken elsewhere, for coursework repeated due to failure, for coursework taken at another institution while the student is academically suspended the student is academically suspended at his/her home institution, and so forth.

C. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.

D. Institutional procedures used to calculate student applicants' GPAs for transfer admission. Such procedures will describe how nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they will also describe whether all coursework taken prior to transfer or just coursework deemed appropriate to the student's intended four-year program of study is calculated for purposes of admission to the institution and/or programmatic major.

E. Lists of all courses accepted from each technical college (including the 86 courses in the Statewide Articulation Agreement) and the course equivalencies (including "free elective" category) found at the home institution for the courses accepted.

F. Lists of all articulation agreements with any public South Carolina two-year or other institution of higher education, together with information about how interested parties can access these agreements.

G. Lists of the institution's Transfer Officer(s) personnel together with telephone and FAX numbers, office address, and e-mail address.

H. Institutional policies related to "academic bankruptcy" (i.e., removing an entire transcript or parts thereof from a failed or underachieving record after a period of years has passed) so

that re-entry into the four-year institution with course credit earned in the interim elsewhere is done without regard to the student's earlier record.

I. "Residency requirements" for the minimum number of hours required to be earned at the institution for the degree.

3. Coursework (individual courses, transfer blocks, statewide agreements) covered within these procedures will be transferable if the student has completed the coursework with a "C" grade (2.0 on a 4.0 scale) or above, but transfer of grades does not relieve the student of the obligation to meet any GPA requirements or other admissions requirements of the institution or program to which application has been made.

A. Any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.0 on a 4.0 scale will apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.

B. Any multi-campus institution or system will certify by letter to the Commission that all coursework at all of its campuses applicable to a particular degree program of study is fully acceptable in transfer to meet degree requirements in the same degree program at any other of its campuses.

4. Any coursework (individual courses, transfer blocks, statewide agreements) covered within these procedures will be transferable to any public institution without any additional fee and without any further encumbrance such as a "validation examination," "placement examination/instrument," "verification instrument," or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

Transfer Blocks, Statewide Agreements, Completion of the AA/AS Degree

5. The following Transfer Blocks/Statewide Agreements taken at any two-year public institution in South Carolina will be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs, as follows:

Arts, Humanities, and Social Sciences: Established curriculum block of 46-48 semester hours

Business Administration: Established curriculum block of 46-51 semester hours

Engineering: Established curriculum block of 33 semester hours

Science and Mathematics: Established curriculum block of 51-53 semester hours

Teacher Education: Established curriculum block of 38-39 semester hours for Early Childhood, Elementary, and Special Education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult transfer blocks, as relevant, to assure transferability of coursework.

Nursing: By statewide agreement, at least 60 semester hours will be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any South Carolina public associate degree program in nursing (ADN), provided that the program is accredited by the National League of Nursing and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed Registered Nurse.

6. Any "unique" academic program not specifically or by extension covered by one of the statewide transfer blocks/agreements listed in #4 above must either create its own transfer block of 35 or more

credit hours with the approval of CHE staff or will adopt either the Arts/Social Science/Humanities or the Science/Mathematics block. The institution at which such program is located will inform the staff of the CHE and every institutional president and vice president for academic affairs about this decision.

7. Any student who has completed either an Associate of Arts or Associate of Science degree program at any public two-year South Carolina institution which contains within it the total coursework found in either the Arts/Social Sciences/Humanities Transfer Block or the Math/Science Transfer Block will automatically be entitled to junior-level status or its equivalent at whatever public senior institution to which the student might have been admitted. (Note: As agreed by the Committee on Academic Affairs, junior status applies only to campus activities such as priority order for registration for courses, residence hall assignments, parking, athletic event tickets, etc. and not in calculating academic degree credits.)

Related Reports and Statewide Documents

8. All applicable recommendations found in the Commission's report to the General Assembly on the School-to-Work Act (approved by the Commission and transmitted to the General Assembly on July 6, 1995) are hereby incorporated into the procedures for transfer of coursework among two- and four-year institutions.

9. The policy paper entitled State Policy on Transfer and Articulation, as amended to reflect changes in the numbers of transfer blocks and other Commission action since July 6, 1995, is hereby adopted as the statewide policy for institutional good practice in the sending and receiving of all course credits to be transferred. (Contact the South Carolina Commission on Higher Education's Division of Academic Affairs for copies of this report.)

Assurance of Quality

10. All claims from any public two- or four-year institution challenging the effective preparation of any other public institution's coursework for transfer purposes will be evaluated and appropriate measures will be taken to reassure that the quality of the coursework has been reviewed and approved on a timely basis by sending and receiving institutions alike. This process of formal review will occur every four years through the staff of the Commission on Higher Education, beginning with the approval of these procedures.

Statewide Publication and Distribution of Information on Transfer

11. The staff of the Commission on Higher Education will print and distribute copies of these Procedures upon their acceptance by the Commission. The staff will also place this document and the Appendices on the Commission's Home Page on the Internet under the title "Transfer Policies."

12. By September 1 of each year, all public four-year institutions will place the following materials on their internet websites:

A. A copy of this entire document.

B. A copy of the institution's transfer guide.

13. By September 1 of each year, the State Board for Technical and Comprehensive Education will place the following materials on its internet website:

A. A copy of this entire document.

B. Provide to the Commission staff in format suitable for placing on the Commission's website a list of all articulation agreements that each of the sixteen technical colleges has with public and other four-year institutions of higher education, together with information about how interested parties can access those agreements.

14. Each two-year and four-year public institutional catalog will contain a section entitled "Transfer: State Policies and Procedures." Such section at a minimum will:

- A. Publish these procedures in their entirety (except Appendices)
- B. Designate a chief Transfer Officer at the institution who will:
 - provide information and other appropriate support for students considering transfer and recent transfers
 - serve as a clearinghouse for information on issues of transfer in the State of South Carolina
- C. See the USC Aiken Home Page (usca.edu) on the Internet to view the Transfer Guide published by this institution.
- D. See www.SCTRAC.org for further information regarding transfer policies.

Other Means of Earning Credits

A student who is currently admitted or enrolled may receive credit by examination in one of the following ways:

Challenge Exams

In rare instances, currently admitted or enrolled students may receive credit for a course by requesting a challenge exam and earning a "B" or better on the exam. Credit will appear only as hours earned and will not affect the grade point average. Departments and schools determine which of their courses may be challenged and the number of challenge exams that may be applied to major course requirements. Department chairs/deans should be consulted for individual unit guidelines.

Challenge exams are not permitted under the following circumstances:

- *if the student is currently enrolled in the course;
- *if the student was previously officially enrolled in the course, for credit or audit, at any college or university;
- *if the student has previously challenged the course unsuccessfully; or
- *if the course is a laboratory or activity course.

Also, if an appropriate faculty member is not available to develop and/or administer the exam, the school dean/department chair may decline or postpone the request. Challenge exams are not typically administered in the summer.

Any student who wishes to receive credit for a course through a challenge exam should take the following steps:

- 1) Consult the school dean/department chair of the unit that offers the course to be challenged for verification of eligibility and approval to take the Challenge Exam.
- 2) Obtain a Credit by Examination form from the Registrar's Office.
- 3) Pay the Business Services Office an examination fee of \$25.00 per credit hour and obtain a fee receipt for the amount paid.
- 4) Have the form signed by the school dean/department chair and the instructor who will administer the exam.
- 5) Present the form with the attached fee receipt to the Executive Vice Chancellor for Academic Affairs to be signed.
- 6) Present the fee receipt and the form with all required signatures to the instructor who will administer the exam. Complete the Challenge Exam. A Challenge Exam should be completed by the end of the semester in which the student applied to take such an exam. The instructor will record on the form the letter grade earned on the exam and will forward the form with the attached fee receipt to the Registrar's Office within two weeks of the date when the exam is taken.

College Level Examination Program (CLEP)

The University awards credit for CLEP subject examinations. Applications for CLEP examinations may be obtained by calling 1-800- 922-9755, ext. 2782. By attaining an acceptable score, a student may receive credit equal to that normally earned in the comparable University course. After the exam is taken, CLEP will send the student a score report which should be forwarded to the Registrar. The department chair/school dean will decide whether to award credit based on the score. More detailed information concerning the CLEP subject examinations accepted, the scores required, and the USC Aiken equivalents can be found at <https://www.usca.edu/admissions/apply/accepted-academic-credit-transfers>.

Grading System

Grading Symbols

Grade	Explanation	Points
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
C+	Above Average	2.5
C	Average	2.0
D+	Below Average	1.5
D	Poor	1.0
F	Failure	0.0
FN	Failure due to attendance/never attended	0.0

No minuses are used in the University's grading system.

FN (Failure-Non-Attendance) grades are assigned to students who never attended or have stopped attending class but have not officially dropped or withdrawn. Faculty are required to provide a last date of attendance when assigning this grade. The grade and the last date of attendance are used in determining the recalculation of awarded funds for financial aid recipients. Reporting the last date of attendance is critical to avoid potential financial liability for the institutions.

S and **U** indicate, respectively, satisfactory (passing) and unsatisfactory (failing) performance in courses carried under **Pass/Fail** or non-credit options. The **S/U** designation is used also for research courses, workshops, and seminars in which regular academic grades are not awarded. The use of the **Pass/Fail** grading option in such courses is indicated in their Bulletin descriptions. Credit hours will be awarded for courses in which an **"S"** is earned, but the grade will not be calculated into the GPA. Use of the **Pass/Fail** grading option in such courses is indicated in their Bulletin descriptions. Credit hours will be awarded for courses in which an **"S"** is earned, but the grade will not be calculated into the GPA.

W may be assigned in exceptional cases to a student who is performing satisfactorily but who withdraws after the withdrawal deadline due to extenuating circumstances. Assignment of a **"W"** requires the approval of the instructor and of the Executive Vice Chancellor for Academic Affairs. A grade of **"W"** will be treated in the same manner as a passing grade in the evaluation of suspension conditions. A **"W"** is not computed into the GPA.

WF will normally be recorded for any course dropped after the last day to receive a **"WF"** which is treated as an **"F"** in the evaluation of suspension conditions and is computed as an **"F"** into the student's GPA.

I or Incomplete, indicates satisfactory attendance and performance, but inability, due to extenuating circumstances, to complete some portion of the assigned work at the end of the semester. By permission of the instructor and the dean/department chair, the student will have a time not to exceed 12 months in which

to complete the work before a permanent grade is recorded. A deadline of less than 12 months may be stipulated if agreed upon by both the instructor and the student. It is the responsibility of the student to insure that all required work is completed by the deadline stipulated in the contract for the incomplete. Students are not allowed to return to the classroom to complete this work, nor are they allowed to "sit in" on a subsequent section of the course.

An incomplete grade contract must be signed by the student, the instructor, and the dean/department chair and be on file in the Registrar's Office at the time the "I" grade is recorded. Incompletes are not computed in the GPA until the final grade is assigned. If an incomplete has not been made up by the end of the 12 month period, the "I" grade will become an "F" on the permanent record. In situations where the student has missed a majority of the semester for documented reasons, it is more appropriate for the student to seek withdrawal due to extenuating circumstances from the Executive Vice Chancellor for Academic Affairs and Provost.

AUD indicates a course was carried on an audit basis.

NR (No Report) is assigned by the Office of the Registrar only in situations when the submission of the normal Incomplete Contract and assignment of an "I" is not possible by the grade deadline. It is a temporary mark on the transcript and must be replaced by a grade. The instructor should notify the Registrar that a student has a problem that will prevent completion of an Incomplete Contract. The Office of the Registrar will then notify the student that the "NR" grade will be assigned and remind the student to contact the instructor to make arrangements to fill out an Incomplete Contract or complete the work, normally within four weeks after the date of the letter. If replacement of the "NR" does not occur before the last week of the spring or fall semester immediately following the term for which an "NR" was recorded, a grade of "F" will be automatically assigned. The "NR" does not affect the grade point average.

I (In Progress) Courses numbered 799 are restricted to thesis work (variable credit, 1-5 hours). Satisfactory progress in the thesis will be indicated by the grade of "T". Unsatisfactory progress in the thesis will be indicated by the grade of "U". Completion of the thesis will also be indicated by the grade of "T". In addition, a Clearance Recommendation for Graduate Degree Applicants form will be submitted to the Office of the Registrar to indicate successful completion (oral defense and final written paper) of the thesis.

Pass/Fail Grading

The Pass/Fail option is designed to encourage undergraduate students to investigate fields outside of their major curriculum without affecting their grade point averages. Specific provisions of the Pass/Fail program are as follows:

1. Students are permitted to exercise the Pass/Fail option only on free elective courses.
2. The Pass/Fail option is available to all undergraduate students whose semester or cumulative GPA is a 2.0 or higher.
3. Students are permitted to take no more than eight courses on a Pass/Fail basis during their undergraduate careers.
4. A student wishing to exercise the pass/fail option must have the permission of the department chair/dean and the academic advisor.
5. The Pass/Fail option may be elected or revoked by the student no later than the last date for withdrawing from the course without a penalty.
6. Normal prerequisites may be waived for students taking a course on a Pass/Fail basis at the discretion of the faculty member and department chair/dean.
7. A grade of "S" will be entered by the Registrar's Office from a regularly assigned passing grade; a failing grade will be

recorded as "U".

8. Credit hours will be awarded for courses in which an "S" is earned, but the grade will not be calculated into the GPA.
9. No course carried on a Pass/Fail basis will be counted toward the 12 hours required for either the President's or Dean's Honor Lists

Grade Point Average

The grade point average (GPA) is the average of the grades a student earns at the end of a semester. The GPA is obtained by dividing the total number of grade points by the total number of grade hours. The GPA is computed on the basis of all semester hours attempted for credit, except for credit hours carried under the Pass-Fail or audit options. Courses in which grades of "S", "U", "T", "AUD", "NR", or "W" are earned are not considered in computing the GPA.

The GPA is calculated as follows:

- Add all hours attempted (NOT hours earned).
- Determine the quality points for each course based on the following:

A	=	4.0 quality points
B+	=	3.5 quality points
B	=	3.0 quality points
C+	=	2.5 quality points
C	=	2.0 quality points
D+	=	1.5 quality points
D	=	1.0 quality points
F	=	0.0 quality points
FN	=	0.0 quality points
- Multiply the credit hours carried for each course by the quality points for each course grade.
- Total the quality points.
- > Divide the total number of quality points by the total number of grade hours.

Grade Reports

Grades are available through Self Service Carolina (SSC). Grade reports include a cumulative summary of all course work taken in the USC system. Students are encouraged to keep copies of their current grade reports.

In the event a student suspects a grade has been miscalculated or entered incorrectly, he/she should report the problem to the professor within thirty (30) days of when the course grade is assigned. If an error has been made, the professor should contact the Registrar's Office for a Course Grade Change form as soon as possible so the grade can be changed and the student's records promptly amended. Should an impasse between professor and student occur, the student should refer the problem to the dean/department chair supervising the professor.

Academic Standing

Classification Of Students

Academic classification is based on the total number of semester credit hours earned. A student must have earned:

30 hours to be classified as a **sophomore**,

60 hours to be classified as a **junior**,

90 hours to be classified as a **senior**.

Students are classified at the beginning of each semester.

A cumulative institutional GPA of 2.00 or higher classifies a student as in good academic standing.

Probation and Suspension Designations

The probation and suspension policy described below went into effect in August 2020. It applies to all degree-seeking undergraduate USC Aiken students, regardless of when they first started attending the University. Probation and suspension are based on the cumulative institutional grade point average (IGPA), which is calculated using only hours attempted at USC Aiken and other University of South Carolina system campuses.

The following chart shows the various levels of institutional grade point hours attempted and IGPA's for both probation and suspension:

IGPA Hours	Probation	Suspension
1 - 35	below 2.00 IGPA	below 1.50 IGPA
36 - 71	below 2.00 IGPA	below 1.80 IGPA
72 and up	NA	below 2.00 IGPA

The Registrar's Office sends probation and suspension notices to the student's permanent address and to the student's USC Aiken email. These notices include all the information students need concerning the petitioning procedure and their ability to continue at the University.

Academic Probation

Probation is a warning to the student that great effort should be taken to improve the cumulative IGPA in the next semester. Students on probation are jeopardizing their chances of graduating in a reasonable time. It is quite likely that students on probation will eventually be placed on academic suspension unless they take their period of probation seriously. Students placed on probation will be notified in writing to the student's permanent address and the student's USC Aiken email by the Registrar's Office. There is no separation from the University involved with probation, but the following stipulations are imposed upon students on probation.

- Students on probation are limited to taking a maximum of thirteen (13) credit hours during a regular semester until the GPA rises above the probationary level.
- Students on probation are required to participate in the Pacer Success Program offered through the Center for Student Achievement.
- Students on probation should limit participation in co-curricular activities such as sororities, fraternities, intramural sports, student publications, clubs.

- Students with a cumulative GPA less than 2.0 are prohibited from holding office in any student organization, including SGA and Pacer Union Board.
- Students with a cumulative GPA less than 2.0 are prohibited from holding any titled position on Pacer Times or any other University-sanctioned publication.
- Student-athletes on probation are prohibited from participating in NCAA athletics. Exceptions require written

permission from the Executive Vice Chancellor for Academic Affairs. Failure to meet the stipulations of probation may affect a student's class schedule and future course enrollment.

Academic Suspension

Suspension means a student may not attend the University during the time of his/her suspension. Students should be aware that once they are placed on suspension from the University, they are no longer making satisfactory academic progress as required for the continued receipt of financial aid. Students petitioning for reinstatement to the University under the procedure listed below must file a separate appeal through the Office of Financial Aid in order to regain financial aid. Students may attend summer school at USC Aiken in the attempt to improve the cumulative Institutional GPA.

Length of Suspension

A student on academic suspension is not immediately eligible to return to USC Aiken, and must serve the duration of the suspension and/or apply for reinstatement to the Scholastic Standing and Petitions Committee (SS&P).

IGPA Hours	Length of Suspension
1 - 35	one major semester (fall/spring)
36 - 71	two major semesters (fall and spring)
72 and up	two major semesters (fall and spring)

Reinstatement (Suspension to Probation)

A student under academic suspension can move from suspension to probation if any one of the conditions below is met:

1 - 35 IGPA Hours:

- if student has attempted only one semester of coursework as a degree-seeking undergraduate at USC Aiken
- or by semester GPA reprieve (2.50 or higher earned in most recent fall or spring semester at USC Aiken)
- or by taking one major semester (fall/spring) off from USC Aiken
- or through successful appeal to SS&P committee

36 - 71 IGPA Hours:

- by semester GPA reprieve (2.50 or higher earned in most recent fall or spring semester at USC Aiken)
- or by taking two major semesters (fall and spring) off from USC Aiken
- or by taking one major semester (fall/spring) off from USC Aiken and through successful appeal to SS&P committee

72 or more IGPA Hours:

- if student is on suspension for the first time at USC Aiken
- or by semester GPA reprieve (2.50 or higher earned in most recent fall or spring semester at USC Aiken)
- or by taking two major semesters (fall and spring) off from USC Aiken and through successful appeal to SS&P committee

Conditions of Appeal

The number of IGPA hours determines whether a student is immediately able to appeal a suspension, or must serve a suspension period away from USC Aiken.

IGPA Hours	Eligibility
1 - 35	may appeal immediately
36 - 71	may appeal after one major semester off
72 and up	may appeal after two major semesters off

Reinstatement Petition Process

1. The student must first complete a reinstatement petition, available online from the Registrar's Office website. The Registrar then prepares the petition and presents it at the next meeting of the Scholastic Standing and Petitions Committee (SS&P).

2. There are set deadlines for the submission of petitions. Reinstatement petitions for Fall semesters are due no later than August 1st. Spring reinstatement petitions are due the first day the University reopens after the New Year holiday. Each academic year the actual deadline dates are established for both the Fall and Spring semesters and are published in the USC Aiken Academic Calendar located on the USC Aiken web page.

3. Students who have completed Priority Registration before the suspension list is compiled will have their registration cancelled unless the reinstatement petition is on file by the appropriate deadline.

4. SS&P may approve a petition and attach restrictive stipulations. A student may be reinstated with the stipulation that he/she take only two courses, for example, or the stipulation may be that the student must obtain a specified GPA within that semester. SS&P may also disapprove a petition. The Registrar notifies students of all action taken. The Advisement Center is also notified, especially when students are reinstated with stipulations. Positive decisions made by SS&P cannot be appealed either to the Committee or the Executive Vice Chancellor for Academic Affairs and Provost.

5. Students whose petitions for reinstatement are disapproved may appear in person before the Committee at its next scheduled meeting.

6. If a reinstatement petition is denied after the personal appeal to the Committee, the student may appeal in writing to the Executive Vice Chancellor and Provost.

USC Aiken honors the suspension and probation policies of other USC campuses and those campuses honor the policy at USC Aiken. If a student is placed on first suspension by USC Columbia, for example, and is later suspended by USC Aiken, the suspension from USC Aiken will be considered the student's second suspension.

Academic Forgiveness for Former Students

Academic Forgiveness is designed for former USC System students with less than a 2.00 cumulative GPA.

Academic Forgiveness means that students' past failures are forgiven to allow them to resume their college careers with a realistic possibility of completing a degree. In essence, the program will allow the calculation of a grade point average (GPA) based on the student's performance in courses taken after being granted academic forgiveness.

A student who meets all of the following conditions may apply for academic forgiveness:

1. The student was not enrolled at any academic institution for at least 48 months.
2. The student must be readmitted at the University of South Carolina Aiken and must complete at least 24 hours of degree-applicable graded course work with grades of "C" or better in each course prior to applying for academic forgiveness.
3. The student has not previously been granted academic forgiveness.

A student who has met these conditions and desires to receive academic forgiveness must submit the application for Academic Forgiveness for the evaluation and signatures of the student's advisor and dean/department chair. After obtaining these signatures and evaluation, the student must submit the petition to the Scholastic Standing and Petitions Committee. If the student's

written petition for academic forgiveness is denied, the student may make a personal appeal before the Scholastic Standing and Petitions Committee at its next regularly scheduled meeting. If the student's appeal is denied, the student may appeal in writing to the Executive Vice Chancellor for Academic Affairs. If the petition is again denied, the student may appeal to the Chancellor, whose decision is final. After final action on the petition for academic forgiveness, the Chair of the Scholastic Standing and Petitions Committee shall inform the Registrar if academic forgiveness has been granted to the student.

Once academic forgiveness has been granted, the following rules apply to the student's academic record:

1. All curriculum requirements will be in accordance with those in force at the time of the student's readmission.
2. THE STUDENT MAY NOT RECEIVE ACADEMIC HONORS UPON GRADUATION.
3. The student's grade point average is recalculated beginning with the semester in which the student was readmitted to the university.
4. Courses in which the student received a passing grade of a "**C**" or **better** prior to readmission and the granting of academic forgiveness may, at the discretion of the student's school or department, be used for academic credit, but may not be used in the calculation of the grade point average.
5. The following statement shall appear on the academic record of any student granted academic forgiveness: "This student was granted academic forgiveness under the University of South Carolina Academic Forgiveness Program. No courses taken prior to _____ are used in the calculation of the GPA, but those in which the student received a passing grade of a "**C**" or better may be applied to meeting degree requirements."
6. The permanent academic record will remain an unmodified record of all work attempted at the University of South Carolina. Non-USC credits and GPA are still shown for those students with transfer/transient work.

Semester Academic Honors

The President's Honor List recognizes students who, in the previous semester, earned a GPA of 4.0 on a minimum of 12 semester hours. The Dean's Honor List recognizes students who earned a GPA of 3.50 or higher in the previous semester on a minimum of 12 semester hours. No correspondence course or course carried on a Pass/Fail basis will be counted toward the 12 hours required for the President's or Dean's Honor List.

Honors Program

For information on the USC Aiken Honors Program, see the Academic Programs section of this bulletin.

Graduation

Students wishing to receive a degree from the University must complete the Apply to Graduate section of the Student tab in Self Service Carolina no later than the published deadline for that semester. This application is then forwarded by the Records Office to the advisor and unit head for review and feedback to Records.

Students will then begin receiving information from the Records Office and other offices as the date for Commencement approaches.

Degree candidates whose degree application has received preliminary approval may attend the graduation ceremony. Diplomas are mailed after official verification that all degree requirements have been met.

In-residence Requirement

The last 25% of the credit hours for a student's degree must be completed in residence at the University of South Carolina Aiken. In addition, at least half of the credit hours in the student's major and half of the credit hours in the student's minor (if applicable) must be taken at USC Aiken.

Some programs impose greater student residence and/or major requirements. Regardless of the Bulletin used, students must complete the last 25% of the credit hours for the degree as described above.

"In residence" means that the student is regularly enrolled at USC Aiken. In-residence requirements may not be met by courses completed at other USC campuses, by exemption or exam, by correspondence, or by courses for which transfer credit was awarded. Courses taken under the Pass-Fail option meet in-residence requirements.

Total Hours to Graduate	Minimum In-Residence Hours
120 Hours	30 Hours
121-124 Hours	31 Hours
125-128 Hours	32 Hours
129-132 Hours	33 Hours
133-136 Hours	34 Hours

Graduation With Honors

Graduation with honors will be based on a student's Total Institutional GPA. Honors designations are determined at the time of graduation and may not be applied retroactively.

To graduate with such honors, a student must have earned at least 60 credit hours applicable toward the degree in residence at the University.

The following designations indicate a consistently high level of academic achievement throughout a student's entire academic career:

Summa Cum Laude:	A cumulative Collegiate GPA of 3.95 or higher
Magna Cum Laude:	A cumulative Collegiate GPA of 3.75-3.94
Cum Laude:	A cumulative Collegiate GPA of 3.50-3.74

Students who have specific questions concerning graduation with honors should direct those questions to the Office of the Registrar.

Recognition of Honor Organizations at Commencement

Degree candidates are permitted to wear honor cords, stoles, and/or medallions representative of various honor or service societies authorized by the University of South Carolina Aiken. A one-time approval for recognition or for changes in the form of recognition must be obtained by the organization from the USC Aiken Campus Life Committee.

Second Undergraduate Degree

A student may earn a second baccalaureate degree provided that the additional requirements for the second degree include a minimum of 24 semester hours beyond those required for the first degree and a minimum of 144 semester hours total. In all cases the student must fulfill the complete degree requirements for both degrees (this stipulation includes all general education and major requirements plus the writing proficiency portfolio). A double major will not necessarily lead to the conferral of a second degree. The student may apply for two degrees at one time or separately. The student may receive 1) two B.A. degrees; 2) two B.S. degrees; or 3) a B.A. and a B.S. degree.

Double Major

To graduate with a double major, a student must fulfill all requirements for one degree and all of the major course requirements of a second. **A double major does not necessarily lead to a second degree.** If one or both of the student's two major programs normally requires a cognate or minor, that requirement is met with the second major. All requirements for the double major must be completed before graduation. The diploma and the baccalaureate degree will be awarded for the program for which all of the degree requirements have been met.

Any student who wishes to pursue a double major must complete a change of major form obtained from the Center for Student Achievement so that he/she may be assigned an advisor in each major area.

General Information

Name Changes

Forms for changing a name are available in the Registrar's Office as well as the office's web site. After producing legal proof of name change, the student should complete the form.

Address Updates

Address updates can be done in Self Service Carolina. Failure to do so can cause serious delay in the handling of student records and in notification to the student of any emergencies.

Class Schedule

The class schedule information is also available each semester on the web at https://ssb.onecarolina.sc.edu/BANP/bwckschd.p_disp_dyn_sched.

Degree Works

The University offers a degree audit system called Degree Works. Students are able to track their progress to graduation and determine remaining requirements. This program can also assist students who might be considering a change of major. Degree Works can arrange a student's completed courses in the framework of the possible major and show how the student's coursework would apply. Degree Works can be accessed through Self Service Carolina (SSC) at my.usca.edu.

Indebtedness

Every student is expected to discharge any indebtedness to the University as quickly as possible. No degree will be conferred on, nor any diploma, certificate, record or transcript issued to, a student who has not made satisfactory settlement with the Business Services Office for all of his/her indebtedness to the University. A student may be prohibited from attending classes or taking final examinations after the due date of any unpaid obligation.

Enrollment Verification

Verification of enrollment is based upon the total number of credit hours for which a student is registered at the time of the certification request. Beginning and ending dates reported in the enrollment verification conform to the official USCA academic calendar dates for the term requested. **An undergraduate student who is enrolled in 12 semester hours or more in a regular semester is considered full-time** (students with disabilities may be eligible for modified full-time status; see Disability Services under Student Affairs for further information). During a regular summer session, an undergraduate student must be enrolled in six semester hours or more to be considered a full-time student. Full-time fees are calculated on 12 semester hours or more. Full-time benefits for veterans are determined by the Office of Veteran and Military Student Success.

The Registrar's Office communicates with all currently enrolled students via the student's USC Aiken e-mail address. Information regarding the registration processes and the graduation processes are communicated via e-mail. Enrollment verifications can be accessed through Self Service Carolina (SSC) at my.usca.edu.

Transcripts

A transcript of a student's record carries the following information: admission data; current status; a detailed statement of the scholastic record showing courses pursued with semester hours carried, semester hours earned, grades, grade points and system of grading. All failures, incomplete grades, and penalties such as probation, suspension, or other restrictions are also indicated.

The University has contracted through Parchment, Inc., an electronic transcripting service, to provide transcripts for all current and former University students. There are no longer transcript request forms used for this purpose. The cost of each transcript is \$12.00. All transcript orders can be made through this url:

<https://www.usca.edu/registrar/current-students/transcript-request>.

No transcript will be issued to a student who is indebted to any office on any University of South Carolina campus.

Student Grievance Procedure

Students enrolled at USC Aiken are provided with a standard, formal process for seeking a resolution when, in the student's judgment, he or she has been treated unfairly or improperly. This includes a situation in which a student's academic progress has been adversely affected due to problems in the instructor's ability to write or speak English. Information regarding grievances and the grievance procedure is contained in the *USC Aiken Student Handbook*, which is available on the USC Aiken web site.

Students enrolled in USC Aiken off-campus programs, once a Change of School Form has been completed, shall be entitled to relief from any academic complaint or grievance through the student grievance procedure established in the applicable USC Regional Campus Student Handbook. After a judgment has been rendered on that campus, an appeal to the Executive Vice Chancellor for Academic Affairs at USC Aiken and a subsequent appeal to the USC Aiken Chancellor may be made.

Confidentiality Of Student Records

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, USC Aiken students have the right to review, inspect and challenge the accuracy of information kept in a cumulative file by the institution unless the student waives this right. The Act also ensures that records cannot be released in other than emergency situations without the written consent of the student, except in the following situations:

1. to other school officials, including faculty within the educational institution or local educational agency who have legitimate educational interests;
2. to officials of other schools or school systems in which the student intends to enroll, upon condition that the student is notified of the transfer, receives a copy of the record desired, and has an opportunity for a hearing to challenge the contents of the record;
3. to certain officials of the U. S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney General, INS, the Comptroller General of the United States, and state and local educational authorities, in connection with certain state or federally supported education programs, organizations conducting studies for or on behalf of the University, and accrediting organizations;
4. in connection with a student's application for, and receipt of, financial aid;

5. to parents of an eligible student who claim the student as a dependent for income tax purposes. Upon receipt of the parents' most recent federal income tax return listing the student as a dependent, USC Aiken will give access to the student's records. The student will be notified in writing through certified mail that this access has been given.
6. if required by a state law requiring that disclosure was adopted before November 19, 1974;
7. to comply with a judicial order or a lawfully issued subpoena. The student will be notified in writing sent certified mail that this access has been given;
8. to appropriate parties in a health or safety emergency;
9. the results of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime;
10. the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law;
9. the results of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime;
10. the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law;
11. to students currently registered in a particular class, the names and e-mail addresses of others on the roster may be disclosed in order to participate in class discussion;
12. where the information is classified as "directory information." The following categories of information have been designated by the University as directory information:
 - Name
 - Dates of Attendance
 - Campus
 - College or School
 - Classification
 - Primary Program of Study
 - Full-time or Part-time Status
 - Degree(s) Awarded Including Dates
 - Honors and Award Including Dean's and President's List
 - University Email Address
 - City, State, and Zip Code Associated with a Student's Permanent Address

Students who do not wish such information released without their consent should notify the Registrar's Office prior to the first day of classes. Questions concerning this law and the University's policy concerning release of academic information may be directed to the Registrar's Office.

Academic Support Centers and Departments

The Office of the Executive Vice Chancellor of Academic Affairs and Provost provides supervisory authority to two colleges and three professional schools and the units therein, to the library, to the Ruth Patrick Science Education Center, to the Center for Student Achievement, to the Successful Transition and Readiness (STAR) Programs, to the Center for Teaching Excellence, to the Office of Institutional Effectiveness, and to the Division of Enrollment Management.

Ruth Patrick Science Education Center

Mission Statement

The Ruth Patrick Science Education Center (RPSEC) is a cooperative effort between the University of South Carolina Aiken, business, industry, the South Carolina Department of Education, and schools in the Central Savannah River Area of South Carolina and Georgia. The RPSEC challenges the present and inspires the future to effect systemic change in science, mathematics, technology, and environmental education. Its hands-on approach to teaching endeavors to help people experience the beauty, the order, and the power of science and mathematics, as well as the interest and fun of discovery.

In order to promote lifelong learning and empower individuals to make informed decisions, the RPSEC provides services to students, educators, and the public. The RPSEC staff uses research-based methods and materials, models effective instruction, and influences the quality of science and mathematics education for students, teachers, and the public.

Services

The RPSEC offers educational institutes, courses and workshops for K-12 teachers that are designed both to enhance their knowledge of math, science, and technology and to sharpen their teaching skills. Programs are also offered for K-12 students and their families to encourage greater interest in science and mathematics. The RPSEC emphasizes innovative, hands-on approaches that are intended to excite and encourage students and teachers as they learn the content. The RPSEC draws upon the expertise of professional educators, engineers, and scientists from colleges, industries, and schools throughout the Central Savannah River Area to provide its services. Services are delivered through the following units of the RPSEC:

The Science Store

The Science Store is located near the DuPont Planetarium in the Ruth Patrick Science Education Center. The Science Store is open during public planetarium shows and during normal business hours by appointment. For more information, please call (803) 641-3313.

The Science Store specializes in unusual, hands-on science materials, toys, models, kits, and collectibles not typically found in larger chain stores. This is a child-friendly, "please touch" kind of store, with merchandise similar to that found in museum gift shops. The Science Store carries puzzles, games, tee shirts, posters, reference materials, educational books, science-related gifts and classroom teaching aids. This is a resource for teachers, parents and students looking for unique items that make science come alive in the hands of a child.

Office of Institutional Effectiveness

Academic assessment is the process of evaluating the extent to which students have learned and mastered the skills, knowledge, and values necessary for success in today's dynamic global

environment. Measurement of these "learning outcomes" occurs throughout university classes, in co-curricular activities, in capstone projects, major field tests, student surveys, and in many other areas. The results of assessment are used for curricular improvements and adjustments as well as overall institutional improvement.

Faculty in each academic program have the primary responsibility for determining the appropriateness of these educational outcomes, which extend beyond student performance as registered by final course grades, as well as the methods and instruments for evaluating the level at which the outcomes have been accomplished. Because assessment methods should be chosen to evaluate the extent to which educational outcomes are achieved, different methods of assessment may be appropriate for different programs. Academic units are also responsible for assessing the extent of learning outcomes in general education courses delivered by their unit.

The Office of Institutional Effectiveness assists faculty, staff, and administrators in gathering data to evaluate the effectiveness of programs and services at USC Aiken as they promote student learning and advance the institutional mission. To this end, the Office of Institutional Effectiveness in conjunction with standing committees of the Faculty Assembly:

- Coordinates and monitors the assessment of academic programs;
- Oversees and orchestrates the assessment of general education;
- Develops and administers surveys, tests, and other evaluation instruments.

Student participation in assessment activities is mandatory. Information pertinent to the assessment of the major or area of concentration is provided to students by the department from which the degree will be granted.

Students will be notified about times, dates, and locations of required assessment procedures. If a student fails to participate in a required assessment activity, a "hold" will be placed on that student's record. The "hold" will indicate that the student may not register for classes and/or that no diploma, certificate, grade report, or enrollment verification will be issued to or for the student. This "hold" will be removed after the student completes the required assessment(s).

The Center for Student Achievement

The Center for Student Achievement, located at the rear of the Gregg-Graniteville Library, encourages the academic success of USC Aiken students by assisting them in developing educational plans, connecting them to campus resources, and promoting engaged learning and personal responsibility. Below are descriptions of some of the services offered. More detailed information about these services, a full list of the free programs provided, and other academic resources can be accessed at <https://www.usca.edu/center-for-student-achievement>.

Academic Advisement

The Center for Student Achievement helps connect USC Aiken students to their assigned advisor. Students are required to be advised prior to each registration period. While the advisor assists students in pursuing educational goals, it is ultimately the student's responsibility to ensure they are making progress toward degree completion.

Early Warning

The Early Warning process is a mechanism to alert students to specific behaviors and academic issues that may affect their academic performance. USC Aiken faculty and teaching staff

are encouraged to submit Early Warning Forms. When an Early Warning Form is received, the student and the student's advisor are informed. Students who receive Early Warning letters are encouraged to meet with their advisor and professor for the course in which the Early Warning was received.

University 101 (UNIV A101)

This course assists students as they transition to the USC Aiken community and provides the tools and strategies they need to have a successful undergraduate experience. For additional information, visit the Center for Student Achievement website.

Tutoring

Tutoring is available in a number of content areas and courses. All USC Aiken tutors are identified through faculty references, and tutoring is free for enrolled USC Aiken students. To access a list of tutors available for the current semester, visit the Center for Student Achievement website. Additionally, if students need assistance in a course that is not included in the list, they can complete a "Tutor Request" form on the website.

Academic Consultations

The Center for Student Achievement offers academic consultations designed to assist students at any level. Students work one-on-one with professional staff members to improve time management, study skills, organizational skill, and other academic skills. Students can schedule an appointment using the "Appointment Request" form on the website.

The Center for Student Achievement is located in the rear of the Gregg-Graniteville Library.

Career Services

Career Services' mission is to promote career development as an integral part of university life and provide students and alumni with guidance, knowledge, experiences, skills, and connections that will lead to successful, lifelong career management.

To take full advantage of the many resources and services available requires some initiatives on the part of the student. In this rapidly changing, competitive global market, the Career Services staff invites students to empower themselves by taking charge of their career futures. The staff is available to assist students through this process.

The following is only a sample of the resources and services available:

Career Counseling Appointments:

- Career planning
- Choosing a major/career
- Career assessment instruments (FOCUS2, MBTI, Strengths/Quest)
- Internships, job shadows, and information interviews
- Job search strategies
- Graduate school
- Resume and cover letter review
- Mock interviews

Career Information Resources:

- "What Can I Do With This Major" website
- Graduate school career information handouts
- Career planning timeline
- Job search strategies (resume, cover letter, networking, etc.)

- LinkedIn

Purple Briefcase

- Online job posting system for full-time, part-time, and internship positions

Programs:

- Career Fair
- Education Interview Day
- Student Employment/Internship Expo

Experiential Education:

The Career Services Office supports various aspects of experiential learning. The components of the Experiential Education Program are: Job Shadowing, Informational Interviews, Non-credit Internships, and Cooperative Education. These components allow students to gain practical experience in career areas of their choice. Experiences may range from observing a professional for a period of several hours to working for multiple semesters with a local company.

For more detailed information about Career Services, visit their office in the Penland Administration Building, room 108.

Gregg-Graniteville Library

The Gregg-Graniteville Library of the University of South Carolina Aiken supports the University's overall mission through excellence in facilities, collections, services, instruction, and scholarship.

The faculty, support staff, and collections of the Gregg-Graniteville Library comprise an integral part of USC Aiken's instructional program. The following services and resources are available to all registered students:

Traditional and nontraditional library services

- Reference and research assistance
- Active instruction and information literacy programs
- Interlibrary loan and PASCAL Delivers
- Self-service photocopying equipment
- Extensive website with links to Library services and resources
- Web-based catalog for all USC campuses
- Wireless network access
- Multiple full-text databases
- Internet access terminals
- Laptops and PCs for student use
- Wireless network access
- Multiple full-text databases
- Internet access terminals
- Laptops and PCs for student use

An attractive, modern library facility

- Renovated 40,000 square-foot building
- Book and bound periodical collection of more than 150,000 volumes with 300,000 ebooks
- Periodical and newspaper title collection of over 29,000
- Official depository for United States Government publications and South Carolina state documents and the Department of Energy public reading room collection; over 11,000 documents in combined collections

Loan periods/Overdue charges

- Four weeks for current USC System students
- Six months, subject to recall after four weeks, for faculty and staff
- Two weeks for borrowers in other designated clientele categories
- Media Collection loan period of one week
- Reserve and Interlibrary Loan materials' loan periods vary
- Overdue charge of 20 cents per day; overdue Reserves charge of \$1.00 per day

Hours

Monday-Thursday	8:00 A.M. to 10:00 P.M.
Friday	8:00 A.M. to 5:00 P.M.
Saturday	12:00 P.M. to 5:00 P.M.
Sunday	2:00 P.M. to 10:00 P.M.

Variations for holidays, intersessions, and exam periods are posted.

Presentation of current bar-coded University ID card required for check-out.

Writing Center

The mission of the Writing Center is to provide an open teaching and learning environment for the collaborative discussion of writing so that students may become more aware and independent writers. Writing consultants come from a range of disciplines and are formally trained to provide feedback during all phases of the writing process. The Writing Center is staffed by students and English faculty. Located in the Humanities and Social Sciences Building, Room 112, the Writing Center is available to students who want to drop-in but appointments are recommended.

Office of Distance Learning

The mission of the Office of Distance Learning (ODL) is to offer flexible and accessible learning formats to distance learners through robust, interactive, and engaging learning experiences and opportunities at the University of South Carolina Aiken.

The Office of Distance Learning supports the needs of distance instruction by facilitating professional developmental opportunities for faculty, ensuring quality assurance in online courses, and promoting faculty mentorship while implementing new forms of online instruction.

Successful Transition and Readiness (STAR) Programs

Successful Transition and Readiness (STAR) Programs provides support services specifically designed for all first-generation college students and any first-year students admitted through the First PACE admission program. STAR Programs assists participants and their families in better understanding and navigating the world of college during the college transition process.

Below are descriptions of some of the services in the department. More detailed information about these services can be accessed at www.usca.edu/star.

First-Generation College Students

At the University of South Carolina Aiken, a first-generation college student is a student whose parents or guardians have not completed a two-year or four-year college degree. Approximately, 22% of USC Aiken students are first-generation college students. Each semester, workshops, programs, and services dedicated to

first-generation college students and topics which uniquely impact their academic and cultural experience at USC Aiken are offered. To access a list of services offered each semester, visit the First-Generation Student link on the STAR Programs website www.usca.edu/star.

First PACE

The Promoting Academic Commitment and Excellence (First PACE) Program at USC Aiken guides first-year students in developing and strengthening their academic skills, while providing opportunities to cultivate meaningful relationships with other students, faculty, and staff. First PACE is a learning community offered during the fall and spring semesters. Students enrolled in First PACE have access to a specially-trained academic advisor, faculty, mentors and tutors who work with students to develop their educational plans. The Office of Admissions reviews all applicants for general admission to the University. Those who present standardized test scores, high school GPAs, or high school class rankings slightly below regular admissions standards may be considered for a First PACE invitation.

Office of External Programs, Continuing Education, and Conferences

The Office of External Programs and Continuing Education at the University of South Carolina Aiken provides opportunities for expanding one's knowledge by offering various continuing education, workforce development, and lifelong learning courses and training. Experts use practical tools and interactive experiences to provide quality educational experience to meet specific needs.

The Conference Center at USC Aiken is located on the first floor of the Business and Education Building. It offers services and facilities to accommodate meetings and events. Contact information: Conferences@usca.edu or call 803-641-3587

The Academy for Lifelong Learning and McGrath Computer Learning Center are part of the Office of External Programs and Continuing Education. The Academy programs are geared to mature adults and provide opportunities to explore fascinating subjects and meet others with a passion for lifelong learning. Each semester the Academy offers short courses and events covering a broad span of interests. For more information call 803-641-3741 or visit the website at www.aikenlearning.org.

The McGrath Computer Learning Center offers computer classes for adults in a variety of subjects for all levels of experience with personalized instruction geared towards creating confident computer users. More information can be obtained at 803-641-3741 or www.mcgrathclc.com.

Office of Veteran and Military Student Success

The Office of Veteran and Military Student Success (VMSS) hosts a professional staff that provides a conduit to benefits, opportunities, networking, and best practices for a successful military to-campus-and-community transition. Current USC Aiken veteran/military students (military veterans, service persons, members of guard and selected reserves, and military family members) are an essential element to establishing partnerships with incoming veteran/military students through an orientation specifically for these students.

The VMSS Office provides the direct contact for academic and financial advising, including access to disability counseling, to assist Military Veterans, Service Members, and their family members with completion of studies and with job search activities. This office staff is the point of contact for information about available, appropriate academic, career, mental health, and

financial aid counseling (including: military tuition assistance program, Education Title IV funding, education benefits offered by the Department of Veterans Affairs), and student support services best suited for veteran and military students.

The mission of the Office of Veteran and Military Student Success provides services and support to veteran students, military family member students, and those students currently in service of our country's Armed Forces in their educational pursuits as they transition from their military service through the University and to becoming vital community members.

This is accomplished through veteran-to-veteran connections, individual service branch connections, and community connections. The office's role in fostering these connections includes the following responsibilities:

1. Pre-orientation vet-to-vet support

- Admissions
- Enrollment
- Military Transcripts
- Education/Career Building
- Transition Concerns
- Education and Training Benefits

2. Veteran and Military Student Success Specific Orientation

- Orientation that introduces veteran/military students to the School Certifying Official, the certification process, and transition support services

3. VA Education (GI Bill) and DoD Tuition Assistance

- Enrollment (Please see the Residency Exceptions section under Residency Status for in state tuition.
- Certification
- Optimization

4. Transition Support

- Success and Transition Planning
- VA support
- eBenefits
- My HealthVet

5. Veterans to Careers

- Partnership program that connects veteran students with part-time positions at local business organizations

6. USC Aiken Student Veteran Organization (SVO)

- Student organization where upper level military veteran students mentor new or incoming veteran students

7. Veteran and Military Student Success Center

- One Stop for all VA/DoD Related information
- Kitchenette with Microwave, Fridge, and Coffee Pot
- Couches, tables, and TV
- Printer/scanner/fax machine
- Desktop and Laptop computers
- Supportive, professional, and relaxed atmosphere.

For more detailed information, visit the Veteran and Military Student Success Center in Room 107 of the Penland Building, or contact

them at 803-643-6767 or vmss@usca.edu.

Certification for VA Education and Training Benefits

The following policies and procedures are of primary concern to military veterans, service persons, members of guard and selected reserves, and other eligible persons (military family members) who receive VA Education and Training Benefits while enrolled at USC Aiken. Academic standards of progress and attendance are covered under school standards of progress, as specified by the South Carolina Commission on Higher Education, License Division, and required by the U.S. Department of Veterans Affairs (VA). Please review the Residency Exemption section under the Residency Status to see if you might receive an In-State Tuition Exemption because of your VA Education and Training Benefits.

VA Pending Payment (Tuition and Fees) Compliance:

In accordance with Title 38 US Code 3679 subsection (e), USC Aiken adopts the following additional provisions for students using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33), Vocational Rehabilitation and Employment (Ch. 31) benefits, or DoD Tuition Assistance while payment to the institution is pending from the VA/DoD. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905, or for DoD Tuition Assistance provide a signed Tuition Assistance Authorization by the first day of class.
- Ensure all other charges on student's account (housing, meal plan, and other non-tuition/fee charges) are paid in full or have a payment plan in place while waiting on tuition and or fee payment to the institution is pending from the VA/DoD.

Note: Chapter 33 students can register at the VA Regional Office or in the VMSS center to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students who cannot obtain a signed and completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school can:

- Request to be certified (see Requesting Certification section of this document);
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

School Certifying Official

The School Certifying Official (SCO) is a representative of the Office of VMSS authorized to sign and submit Department of Veterans Affairs documents verifying a Veteran and/or Military member's benefit enrollment, change in status, receipt of advance payment, and any other circumstances that affect the amount or duration of education assistance benefits. The USC Aiken School Certifying Official is located in the Veteran and Military Student Success Center, Penland Administration Building, Room 107. For

more information, contact 803-643-6767 or VMSS@usca.edu.

Requesting Certification

Students who receive or are eligible for VA education and training benefits must initiate their own request for certification for their classes each semester by the SCO. To ensure the SCO processes VA Education and Training Benefits accurately and timely, the student's participation in the certification process is paramount. Each semester, students are responsible to submit a completed Veteran and Military Student Success Certification Request Form. This form is used to formally request the SCO to process a student's VA Education and Training Benefit. A student may obtain the Certification Request Form by visiting the VMSS Center or via email request sent to VMSS@usca.edu.

It is also the student's responsibility to:

- Collect VA education and training benefits for those courses and electives, which are required for the student's degree as stated in either the USC Aiken Undergraduate or Graduate Academic Bulletin.
- Notify the USC Aiken Veteran and Military Student Success staff within five (5) business days of any changes in his/her degree program or projected semester hours (drops/adds/withdrawals/major changes) by providing an updated schedule and, if adding a course, an updated advisement form.
- Understand the SCO will certify the student to the VA only after the student has completed/renewed the Veteran and Military Student Success Certification Request Form and other relevant forms.

VA Policy for Course Applicability

Only courses that satisfy a student's requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. If a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. For instance, if a student takes excessive free electives, those courses cannot be certified.

The only exception to this rule is when a student needs to round out his/her schedule to receive the full-time benefits rate in his/her LAST TERM ONLY. This allows students to continue to receive benefits at the full-time rate in their last term of enrollment, even though fewer credits are required to complete the program.

VA Requirements for New, Transfer, and Transient Students

The VA requires that eligible students must have completed University admissions requirements and matriculation into degree-seeking status before they may receive VA educational benefits. However, those students admitted as Provisional, Military Special, or Transient or students enrolling for prerequisite courses required for admission into a professional degree program or school may request VA certification if they provide appropriate documentation. VA students in these categories should contact the USC Aiken SCO for details.

Only the VA has the final authority to award benefits to students in such admission categories. All students who have earned college credit at another school or in another USC degree program are required to provide the USC Aiken Admissions Counselor with a transfer credit evaluation from its academic department. The VA generally pays such students for one semester only, pending receipt of the amount of "prior credit" applied to their current degree program. It is also recommended that undergraduate veteran and military students contact the Undergraduate Office of Admissions (803-641-3366) for consideration of college credit for military schools and training.

Programs of Study

Degree Requirements

A student must successfully complete at least one hundred and twenty (120) semester credit hours with a minimum Institutional GPA of 2.0 to earn a baccalaureate degree. Some degree programs require more credit hours and/or a higher Institutional GPA. General education requirements are a component of all majors.

Degrees Offered

A comprehensive listing of fields available as academic majors at USC Aiken is available at the end of this section of the Bulletin.

USC Aiken Distance Education

The Professional Master of Business Administration Program is designed to provide, in a schedule suited to the working professional, all the course work required to complete the PMBA degree. All classes are web-based. On-site communication facilities allow two-way voice contact between student and professor during class. Approximately three Saturday sessions in Columbia each semester provide students opportunity for direct interaction with their professors.

Pre-Law

Students who are interested in pre-legal education may enroll in one of several bachelor's degree programs at USC Aiken. For pre-law advisement and for information on preparing for the Law School Admissions Test (LSAT), students should contact Dr. Thomas J. Wood, in Humanities and Social Sciences, C-6.

Military Science/ROTC

The University of South Carolina Aiken does not offer ROTC courses.

USC Aiken Honors Program

Dr. Michelle A. Petrie, *Director*

The USC Aiken Honors Program provides an enriched academic experience, both in and out of the classroom, for outstanding students committed to reaching their highest potential as scholars and creative thinkers.

Admission Requirements

- First-year students (incoming freshmen) will be invited to apply to the Honors Program based on their predicted GPA.
- Continuing USC Aiken students and students transferring to USC Aiken who have earned no more than 45 credit hours may apply for admission to the Honors Program if they have a 3.5 GPA or higher on at least 24 hours of coursework applicable to their major program of study.
- Regardless of point of entry, each student will be screened for admission into the Honors Program. This screening process will include the submission of a writing sample from a recent course and two letters of recommendation from high school teachers for incoming freshmen, or in the case of USC Aiken students and transfer students, a writing sample from a recent course and two letters of recommendation from professors.

Continuation Requirements

Honors students are recommended to take at least 3 credit hours, but generally not more than 7 credit hours, of Honors Program coursework per semester. To remain in the program, a student must maintain a USC Aiken cumulative GPA of 3.0 or higher after the first and second semesters, 3.1 or higher after the third and fourth semesters, 3.2 or higher after the fifth and sixth semesters, and 3.3 or higher after the seventh and eighth semesters. In addition, students must successfully complete at least 3 credit hours of Honors Program course work each academic year. The Honors Program Committee will review the academic work of all Honors students each year. Students who do not meet the requirements will be placed on Honors Program probationary status for one (1) semester. If the student meets the standards at the end of that semester, the Honors Program probation will be lifted. Failure to meet the requirements in any semester after the Honors Program probation has been lifted will result in dismissal from the Honors Program.

Honors Curriculum

To graduate from the USC Aiken Honors Program, a student must earn 24-29 hours of Honors Program credits in the following categories. All courses applied to honors credit must be passed with a grade of "B" or better.

- 1. HONS A101 Interdisciplinary Inquiry: Humanities3 hours**
- 2. Honors Colloquia.....3 hours**

Three one-hour courses are required. An Honors Colloquium is a one-credit hour course that allows for focused study in a particular topic. One or more colloquia may be offered each semester.

3. Honors-Designated Courses. Total of five courses:

- a. Two honors-designated general education/elective courses are required 6-8 hours
- b. Two honors-designated courses are required in the student's major field 6-8 hours
- c. One honors-designated course is required (either general education/elective or in the student's major field) 3-4 hours

An Honors-Designated Course is one that includes enhanced learning experiences for honors students.

Capstone Experience/Project.....3 hours

The Capstone Experience will be completed in the student's senior year. All Capstones will be completed under the supervision of a faculty member selected by the student. Capstones will consist of one of the following: 1) a semester-long service learning project/course; 2) a scholarly project which involves research, data analysis, and communication of the results of the research; 3) a creative project which involves and approved medium, and communication of the resulting artwork. All Honors students will be expected to present the results of their projects to their peers and to the faculty.

Total hours 24-29

Course Descriptions

Honors (HONS)

- HONS A101 Interdisciplinary Inquiry: Humanities. (3)** (Prereq: Admission to Honors Program) This common first-year course of the Honors Program will be offered each academic year and is meant to introduce students to the craft and concepts involved in interdisciplinary knowledge production. Students will be exposed to materials used in a multitude of disciplines and will be asked to evaluate and interpret such documents as historical primary sources, memoirs, literary works, filmic representations, photographs, artifacts, music, and art. The course instruction will take a holistic approach to a general theme.
- HONS A201 Honors Colloquium. (1)** (Prereq: Admission to Honors Program) An Honors Colloquium is a one-credit hour course that allows for focused study in a particular topic. One or more colloquia may be offered each semester.
- HONS A490 Honors Special Topics. (1-3)** (Prereq: Admission to Honors Program or special permission of the Honors Program Director) In-depth study of select interdisciplinary topics. This course may be repeated with different topics. Course content varies and will be announced in the schedule of classes with the title.
- HONS A499 Honors Capstone Project. (3)** (Prereq: Admission to Honors Program, Senior standing, permission of the Honors Program Director) The Capstone Experience will be completed in the student's senior year. All Capstones will be completed under the supervision of a faculty member selected by the student. Capstones will consist of one of the following: 1) a semester-long service learning project/course; 2) a scholarly project which involves research, data analysis, and communication of the results of the research; 3) a creative project which involves and approved medium, and communication of the resulting artwork. All Honors students will be expected to present the results of their projects to their peers and to the faculty. Contract required.

Interdisciplinary Studies

Dr. Joel Scraper, *Coordinator*

The faculty of the College of Humanities and Social Sciences and the College of Sciences offer the Bachelor of Arts or the Bachelor of Science in Interdisciplinary Studies degree. The Interdisciplinary Studies program is structured in part to meet an individual student's specific academic goals. It is designed for those students whose educational objectives are better served by a flexible interdisciplinary program of study rather than by a traditional, single-discipline major. The Interdisciplinary Studies degree is not meant to substitute for existing majors and/or minors.

The goals of the Interdisciplinary Studies program are to offer students:

- the opportunity for in-depth study of a meaningful combination of academic areas or disciplines that reflect the student's educational goals,
- the opportunity to discover and explore the connections between/among different disciplines and areas of study, and
- the opportunity to articulate the strengths, connections, and applications discovered during the student's course of study for the degree.

Students in the Interdisciplinary Studies program typically have interests that involve studies from multiple disciplines. A variety of disciplines and courses can be combined to create a defined and intentionally-structured area of study.

Full admission into the Interdisciplinary Studies program is by application only. (This is in addition to the application for admission to the University.) Provisional admission into the Interdisciplinary Studies program does not guarantee the student's individualized program of study will be approved. It is preferable that students interested in the BAIS/BSIS degree meet as soon as possible with the Interdisciplinary Studies Coordinator and formally apply during the sophomore year. A student who enrolls in the Interdisciplinary Studies degree program after accumulating 75 semester hours of credit may be required by the Interdisciplinary Studies Advisory Committee to take more than 120 semester hours in order to complete an approved Interdisciplinary Studies program. The application procedure includes an initial meeting with the Interdisciplinary Studies Coordinator to discuss the student's particular interest in the program and the feasibility of the proposed course of study. After consultation with the appropriate departmental unit heads, the Coordinator then assists the student in contacting and meeting with faculty members from relevant disciplines who agree to mentor the student in his or her studies. The student completes a statement of educational goals and develops a curriculum contract with the faculty mentors and the Interdisciplinary Studies Coordinator using the contract format specified by the Advisory Committee. The proposal then goes to the Interdisciplinary Studies Advisory Committee which is responsible for approving or rejecting the proposed program and curriculum contract. The determination of whether the degree is a Bachelor of Arts or Bachelor of Science will be made by the Interdisciplinary Studies Advisory Committee. Interested students should consult with the Interdisciplinary Studies Coordinator concerning the process and timetable for proposal submissions.

Each Interdisciplinary Studies major must successfully complete a capstone experience before the BA or BS degree is granted. The Senior Thesis Capstone (IDST A500) is recommended for students who are planning to pursue graduate studies. The Directed capstone Internship or Service-Learning Capstone Experience (IDST A598) is recommended for those students seeking employment placement after graduation. Interdisciplinary Studies majors should consult with the Interdisciplinary Studies Coordinator

for further information about the capstone options.

Bachelor of Arts or Bachelor of Science in Interdisciplinary Studies

1. General Education Requirements..... 49-52

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8
Biology, Chemistry, Physics, Geology, Astronomy (1 lab)
2. History of Civilization3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas).....6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)¹.....9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A1026
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and before taking other English courses.
2. Oral Communication.....3
(COMM A201 or COMM A241)
3. Math/Statistics/Logic6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
4. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.
5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.
Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI

will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Interdisciplinary Studies Program Requirements 36

Based upon each student's educational goals, the student and his/her faculty mentors will develop a curriculum contract consisting of a combination of courses from those currently offered at USC Aiken. A minimum of 36 hours of coursework is required, and at least 24 hours must be 300 level or above. No more than two (2) independent studies courses may be taken in any single discipline. A C or better is required in all coursework applied to the program of study.

3. Interdisciplinary Studies Methodology Course and Capstone Experience² 6

4. Minor or Cognate Courses 12-18

5. Electives 7-16

Total hours required..... 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² IDST A201 for methodology; IDST A500 or IDST A598 for capstone. For descriptions of these courses, see below.

Course Descriptions

Interdisciplinary Studies (IDST)

IDST A101 Introduction to Interdisciplinary Studies. (1) Introduces concepts and methods of interdisciplinary study by critically examining and comparing approaches to knowledge and learning in the arts, humanities, social sciences, and sciences. Provides students with the tools to examine their own academic biography and chart a personal plan of study in interdisciplinary inquiry.

IDST A201 Interdisciplinary Methods. (3) (Prereq: Approval of Curriculum Contract by Interdisciplinary Studies Advisory Committee or Consent of Program Coordinator) The gateway course for interdisciplinary studies majors, this course will follow a modular approach to finding the connections between apparently-unrelated areas of academic inquiry. The focus of this course is not on particular disciplines, but instead on helping students find ways to see how different academic disciplines interact with one another to prepare them

to undertake an interdisciplinary major. The course should be taken as soon as possible following approval of the student's curriculum contract by the Interdisciplinary Studies Advisory Committee.

- IDST A398 Special Topics in Interdisciplinary Studies. (3)** (Prereq: ENGL A102 or permission of program director) Investigates a complex topic with specific attention to methods and theoretical approaches from multiple disciplines (e.g., within the sciences, social sciences, humanities), emphasizing the tensions that emerge from the interplay of disciplinary and interdisciplinary knowledge. Identifies the distinct vantage points offered by these different fields of inquiry in order to achieve an integrative understanding of the topic. Topic varies by semester.
- IDST A498 Directed Internship. (3)** (Prereq: Consent of Program Coordinator, completion of IDST A201 with a C or better, USC system GPA of 2.0 or better) A supervised experiential course in a field placement relevant to the student's interdisciplinary course of study involving a minimum of 100 internship hours. In addition, appropriate reading and writing assignments, plus a weekly meeting with the supervising faculty member, are required. Assessment may include completion of the required internship hours, a successful report from the internship supervisor, adequate journal entries for each visit, and the student's final report. Application, interview, and contract required of applicants. See the Program Coordinator for specifics.
- IDST A500 Senior Thesis Capstone. (3)** (Prereq: Senior Standing and a Grade of C or better in IDST A201) An individual research or creative project under faculty supervision that begins from and summarizes a student's full interdisciplinary course of study. The student will present an oral defense of the project to a faculty committee composed of the Interdisciplinary Studies Coordinator and the student's faculty mentors to complete the course.
- IDST A598 Directed Capstone Internship or Service Learning Capstone Experience. (3)** (Prereq: Senior Standing, consent of Program Coordinator, completion of IDST A201 with a C or better, USC system GPA of 2.0 or better) A supervised experiential and integrative capstone in a field placement relevant to the student's interdisciplinary course of study involving a minimum of 100 hours. In addition, appropriate reading and writing assignments, regular meetings with the supervising faculty member, and a final portfolio and presentation are required. Assessment may include completion of the required internship or service learning hours, a successful report from the internship or service learning supervisor, adequate journal entries for each visit, and the student's final portfolio and presentation. Application, interview, and contract required of applicants. See the Program Coordinator for specific details.

Majors

Graduate Programs

<u>Discipline</u>	<u>Degree</u>
Applied Clinical Psychology	Master of Science
Business Administration	Master of Business Administration
Educator Leadership	Master of Education
Learning Design and Technologies	Master of Education

Undergraduate Programs

College of Arts, Humanities, and Social Sciences

<u>Discipline</u>	<u>Degree</u>
Art	Bachelor of Arts
Communication	Bachelor of Arts
Communication and Digital Arts	Bachelor of Arts
English	Bachelor of Arts
Fine Arts	Bachelor of Arts
History	Bachelor of Arts
Interdisciplinary Studies	Bachelor of Arts in Interdisciplinary Studies
Interdisciplinary Studies	Bachelor of Science in Interdisciplinary Studies
Music	Bachelor of Arts
Areas of Concentration:	
Instrumental Studies	
K-12 Choral Music Education	
K-12 Instrumental Music Education	
Piano Studies	
Vocal Studies	
Political Science	Bachelor of Arts
Sociology	Bachelor of Arts
Areas of Concentration:	
Criminology and Criminal Justice	
Human Social Services	
General	
Writing	Bachelor of Fine Arts
Areas of Concentration:	
Professional Writing	
Creative Writing	

College of Sciences and Engineering

<u>Discipline</u>	<u>Degree</u>
Applied Computer Science	Bachelor of Science
Areas of Concentration:	
Applied Gaming	
Cybersecurity	
Applied Mathematics	Bachelor of Science
Biology	Bachelor of Arts
Biology	Bachelor of Science
Areas of Concentration:	
Environmental Remediation and Restoration	
Molecular Biology	
Chemistry	Bachelor of Arts
Chemistry	Bachelor of Science
Areas of Concentration:	
Biochemistry	
Computational Chemistry	
Engineering	
General	
Clinical Laboratory Science	Bachelor of Science
Earth Systems Science	Bachelor of Science

Exercise and Sports Science	Bachelor of Science
Areas of Concentration:	
Allied Health	
Basic Sciences	
Fitness Management	
Industrial Process Engineering	Bachelor of Science
Psychology	Bachelor of Science

School of Business Administration

Discipline	Degree
Business Administration	Bachelor of Science in Business Administration
Areas of Concentration:	
Accounting	
Finance	
Management	
Marketing	

School of Education

Discipline	Degree
Early Childhood Education	Bachelor of Arts in Education
Elementary Education	Bachelor of Arts in Education
Middle Level Education	Bachelor of Arts in Education
Areas of Concentration:	
English	
Mathematics	
Science	
Social Studies	
Secondary Education	Bachelor of Arts in Education
Areas of Concentration:	
Comprehensive Social Studies	
English	
Secondary Education	Bachelor of Science in Education
Areas of Concentration:	
Biology	
Chemistry	
Mathematics	
Comprehensive Sciences	
Special Education	Bachelor of Arts in Special Education

School of Nursing

Discipline	Degree
Nursing (RN - 4 year)	Bachelor of Science in Nursing
Nursing (RN - completion program)	Bachelor of Science in Nursing

Minors

<u>Discipline</u>	<u>Department</u>
Anthropology and Human Geography	Sociology
Art History	Visual and Performing Arts
Biology	Biology
Business	Business Administration
Chemistry	Chemistry and Physics
Communication	Communication
Computer Science	Mathematical Sciences
Creative Writing	English
Criminology and Criminal Justice	Sociology
Educational Studies	Education
Geology	Biology and Geology
History	History, Political Science, and Philosophy
International Relations	History, Political Science, and Philosophy
International Studies	History, Political Science, and Philosophy
Leadership Communication	Communication
Literature	English
Mathematics	Mathematical Sciences
Music	Visual and Performing Arts
Neuroscience	Psychology
Philosophy	History, Political Science, and Philosophy
Political Science	History, Political Science, and Philosophy
Professional Writing	English
Psychology	Psychology
Religious Studies	History, Political Science, and Philosophy
Sociology	Sociology
Spanish Language, Literatures, and Cultures	Languages, Literatures, and Cultures
Studio Art	Visual and Performing Arts
Theatre	Visual and Performing Arts
Women's and Gender Studies	Sociology

College of Arts, Humanities, and Social Sciences

Dr. Mark S. Hollingsworth,

Dean of the College of Arts, Humanities, and Social Sciences

Six departments comprise the College of Arts, Humanities, and Social Sciences: Communication (interpersonal, public, organizational and mass communication and public relations); English (language, literature, and writing); Languages, Literatures and Cultures; History, Political Science, and Philosophy (religious studies); Sociology (also including anthropology and geography); and Visual and Performing Arts (art history, art studio, dance, music, music education, and theatre).

The mission of the College of Arts, Humanities and Social Sciences is to provide, through teaching, research/creative activity, and service, an understanding of the individual and collective human experience. To that end, the College:

1. provides students throughout the University with experiences in thinking creatively and critically and in communicating effectively both ideas and creative impulses,
2. provides a variety of electives and general education courses for students engaged in either a liberal arts education or a professional program of study, and
3. currently provides baccalaureate degree programs in communication, English, fine arts, history, interdisciplinary studies, political science, sociology, and music education; offers minors in anthropology and human geography, art history, communication, criminology and criminal justice, English (literature, creative writing, and professional writing), history, international relations, international studies, leadership communication, music, philosophy, political science, religious studies, sociology, Spanish, studio art, theatre, and women's and gender studies.

Developmental Work Policy. No remedial coursework may be applied toward any degree offered by the College.

Independent Study Policy. Independent study courses are designed primarily for juniors and seniors who desire advanced intensive work on a specific topic. Independent studies are not intended to substitute for courses listed in the *USC Aiken Bulletin*. The maximum number of independent study hours a student may earn in any given discipline in the College is limited to six, except in art studio, which permits a maximum of nine, and history and political science, which permit a maximum of fifteen (nine in the major field, six outside the major field).

To enroll in an independent study course, a student must: (1) have written approval of the faculty member who is to supervise the independent study and of the appropriate department chair before registering for the course; (2) agree with the supervising faculty member on a contract which describes the work involved in the project and the criteria for grading; and (3) file an independent study application with the Office of the Registrar before registering for the course.

Students interested in enrolling for an independent study course should see the appropriate department chair for more specific details.

Department of Communication

Dr. Benjamin Triana, *Department Chair*

Associate Professors

Bing Han (Communication),

Ph.D., University of Maryland

Jason Munsell (Speech Communication),

Ph.D., Louisiana State University

Assistant Professors

David L. Morris II (Media Studies),

Ph.D., University of Oregon

Benjamin Triana (Communication),

Ph.D., University of Kentucky

Rachel L. Whitten (Communication),

Ph.D., Texas A&M University

Instructors

Elizabeth M. Webb (Communication),

M.A., University of Kentucky

Adjunct Faculty

Kathy Tyre Ritchie (Management),

M.B.A., University of South Carolina Aiken

Lynn Rutland-Addy (Clinical Psychology),

M.S., University of South Carolina Aiken

Jeffrey Bruce Wallace (Journalism),

B.A., University of South Carolina

Distinguished Professors Emeriti

William D. Harpine (Speech Communication),

Ph.D., University of Illinois at Urbana-Champaign

Sandra Hochel (Speech Communication),

Ph.D., Purdue University

Charmaine E. Wilson (Speech Communication),

Ph.D., University of Washington

Department Mission Statement

The Department provides an engaging learning environment to help each student understand how fundamental communication theories, principles, and practices apply in interpersonal, group, and organizational contexts; across cultures; and in the mass media.

Curricula

A liberal arts degree with ancient roots, the communication degree combines a firm theoretical foundation with extensive practical ap-

plication. Students work closely with faculty in small classes to gain an understanding of communication processes while they develop and enhance their oral, written, and visual communication skills.

The degree requirements are flexible enough to prepare students to begin careers in diverse areas, including strategic communication, journalism, business, social and human services, the ministry, and higher education. The rigorous curriculum also prepares students for graduate studies (e.g., journalism, speech communication, student personnel services, law).

Department of Communication Goals

The specific educational objectives of the Communication Department are to provide students with systematic learning experiences to develop their abilities to communicate effectively, think critically, work effectively with others, and make ethical decisions.

Goal 1: Students will demonstrate critical thinking, analytical, and evaluative skills.

Goal 2: Students will demonstrate research abilities: gather and synthesize information, and share results with others.

Goal 3: Students will apply knowledge of communication principles and theories.

Goal 4: Students will demonstrate interpersonal communication competence.

Goal 5: Students will demonstrate competence in public presentation.

Goal 6: Students will demonstrate competence in written communication.

Goal 7: Students will demonstrate competence in visual communication.

Technological Literacy in Communication

Communication faculty use technology to enhance student learning and meet their educational objectives. Majors gain experience in the use of technology in several courses, including A241, A320, A332, and A376. Majors also engage in critical analysis of the use of technology in and for communication.

Bachelor of Arts - Major in Communication

1. General Education Requirements.....49-52

A. Knowledge of Human Cultures and the Physical and Natural World31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8
Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas).....6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)

5. Humanities (at least two areas)¹.....9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills15

1. English A101 and A1026
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #5) and other English courses.
2. Oral Communication²3
(COMM A201)
3. Math/Statistics/Logic6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.
4. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.
5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.
Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility3

1. American Political Institutions.....3
(POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

Communication majors fulfill the Integrative Learning initiative in multiple ways, most notably by completing a capstone internship experience. Majors also have opportunities to engage in service-learning, community-based learning, experiential learning, and faculty led research.

2. Major Requirements²

Core Courses Requirement.....27

- COMM A190 Introduction to Communication
- COMM A241 Public Speaking
- COMM A320 Research Methods in Communication
- COMM A332 Writing Across the Media I
- COMM A352 Media and Culture
- COMM A376 Visual Communication I

COMM A385 Group Communication
COMM A450 Intercultural Communication

Capstone--Select one of the following:

COMM A497 Directed Capstone Internship
COMM A499 Service Learning Capstone Experience

Five (5) additional Communication courses numbered 300 or above15

3. Cognate³ or Minor³12-18

4. Free Electives7-18

Total hours required120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² Must earn a grade of C or better.

³ Must earn a grade of C or better in all cognate or minor courses.

Bachelor of Arts - Major in Communication and Digital Arts

1. General Education Requirements.....49-52

A. Knowledge of Human Cultures and the Physical and Natural World31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences7-8

Biology, Chemistry, Physics, Geology, Astronomy (one lab)

2. History of Civilization3

(HIST A101 or HIST A102)

3. Social and Behavioral Sciences (two areas).....6

Psychology, Sociology, Anthropology, Economics, Political Science, Geography

4. Languages6-8

(Two (2) semesters of the same language required.)

5. Humanities (at least two areas)¹.....9

COMM A450 and any Art History (ARTH) class plus one additional humanities classes.

Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills15

1. English A101 and A1026

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGLA101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #5) and other English courses.

2. Oral Communication²3

(COMM A201)

3. Math/Statistics/Logic6

Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility3

1. American Political Institutions.....3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

Communication and Digital Arts majors fulfill the Integrative Learning initiative in multiple ways, most notably by completing a capstone internship experience. Majors also have opportunities to engage in service-learning, community-based learning, experiential learning, and faculty led research.

2. Major Requirements²

Core Courses Requirement.....30

COMM A190 Introduction to Communication

ARTS A145 Graphic Design

COMM A241 Public Speaking

COMM A352 Media and Culture

ARTS A372 Social Media Photography

COMM A376 Visual Communication I

ARTS A379 Web Graphics

COMM A385 Group Communication

COMM A476 Visual Communication II

Capstone--Select one of the following:

COMM A497 Directed Capstone Internship

COMM A499 Service Learning Capstone Experience

Four (4) additional Communication and/or Studio Art courses numbered 300 or above12

3. Cognate^{2,3} or Minor²12-18

4. Free Electives7-18

Total hours required.....120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² Must earn a grade of C or better.

³ Advisor must approve cognate.

Minor in Communication

General Education Requirements

COMM A201 - Interpersonal Communication should be taken as the oral communication general education requirement.

Minor Requirements¹

COMM A190 Introduction to Communication	3
COMM A241 Public Speaking	3
Communication courses 300 and above	12

Total hours required^{1,2}..... 18

¹ All courses in the minor must be passed with a grade of C or better.

² No more than three hours of independent study will count toward the minor requirement.

Minor in Leadership Communication

General Education Oral Communication (C or better)

Requirement: Complete either:

COMM A201 Interpersonal Communication
or COMM A241 Public Speaking

Core Requirements 12

COMM A190 Introduction to Communication	3
COMM A345 Workplace Communication	3
COMM A385 Group Communication	3
COMM A485 Leadership and Communication	3

Managing Diversity (select one)..... 3

COMM A450 Intercultural Communication
COMM A455 Gender, Communication, and Culture

Interest Area..... 3

One additional communication course

Total hours required¹..... 18

¹ All courses in the minor must be passed with a grade of C or better.

Course Descriptions Communication (COMM)

Oral Communication Requirement

Students seeking a baccalaureate degree must complete an applied course in oral communication as part of the general education requirements. The following two courses are considered applied oral communication courses: COMM A201 and A241. Some majors may require a specific course, so students should consult the requirements for each major.

General Education Humanities Requirement.

Certain communication classes will meet the General Education Humanities requirement. These classes are designated by the last two digits of the course number, and end in the 50's and 60's; for example, COMM A351, Persuasive Communication, will meet the requirement but COMM A385, Group Communication, will not.

COMM A190 Introduction to Communication. (3) An introduction to communication as a field of study, including the concepts, ideas, issues, methods, and theories associated with the discipline.

COMM A201 Interpersonal Communication. (3) (Sophomore standing or departmental permission) A study of communication in one-on-one and small group situations. Emphasis is on applying the theories and principles toward becoming a more competent interpersonal communicator. This course may satisfy the applied speech communication requirement.

COMM A241 Public Speaking. (3) (Prereq: Grade of C or better in ENGL A102 or departmental permission) A course in the principles, preparation, delivery, and evaluation of public speaking. This course may satisfy the applied speech communication requirement.

COMM A252 Media Literacy. (3) (Prereq: Grade of C or better in ENGL A102) This course develops the knowledge and skills students need to navigate and critically examine images and messages in our media-saturated society. The course focuses on behaviors and practices of media consumption, in addition to interpretation of media products. Students will critically engage, assess, analyze, and evaluate media content to practice and demonstrate media literacy.

COMM A299 Internship in Communication. (1-4) (departmental permission) Applied work experience supervised by a faculty member and a qualified Communication professional. Internships increase student exposure to and understanding of potential career paths for Communication majors and allow the student to apply knowledge and skills from the Communication curriculum. The experience requires a learning contract approved by the student's academic advisor, department head, and on-site supervisor. General elective credit only. May be taken pass/fail. Course is not a substitute for the Communication Capstone Experience.

COMM A303 Media Law. (3) (Grade of C or better in ENGL A102; Junior Standing) This course examines both constitutional and statutory laws with emphasis on the regulation of communications media, including newspapers, broadcast media, and new media. Focus will be on best practices for professional communicators to navigate the current laws and policies related to media creation and distribution.

COMM A305 Editing Skills. (3) (Prereq: Grade of C or better in ENGL A102) Techniques required in preparing materials for publication.

COMM A320 Research Methods in Communication. (3) (Prereq: Grade of C or better in COMM A190) This course will introduce students to quantitative (e.g., measurement, sampling, design, analysis) and qualitative research methods (e.g., interviewing, focus groups, ethnographic, and participant observations). At the end of the course, students

should be able to formulate significant research questions after reviewing existing relevant research, conduct systematic data collection, use appropriate tools to analyze data, and organize and write research results to share with others.

- COMM A324 Integrated Marketing Communication. (3)** (Prereq: Grade of C or better in ENGL A102 or departmental permission) Study of the history, theory and practice of strategic message development and transmission through multiple media platforms to create unified and compelling campaigns to engage the desired audience.
- COMM A325 Principles of Advertising. (3)** (Prereq: Grade of C or better in ENGL A102 or departmental permission) Advertising and its relationship to media, marketing, and consumers.
- COMM A328 Principles of Public Relations. (3)** (Prereq: Grade of C or better in COMM A332 or better or departmental permission) History, theory, and principles of public relations including an analysis of how business, government, and other groups work to influence public attitudes toward their activities. Class requires practice in writing, including press releases and public relations campaigns.
- COMM A329 Crisis Communication. (3)** (Prereq: Grade of C or better in ENGL A102) This course focuses on key elements of strategic crisis communication, from preventing, preparing for, responding to, and dealing with the long-term effects of a crisis. Students learn and apply crisis communication theory, using case studies to examine the strategies and tactics of organizations that have dealt with crises. The course provides learners with principles and procedures for handling multiple stakeholders and publics under crisis conditions and offers training in dealing with media during crisis situations.
- COMM A332 Writing Across the Media I. (3)** (Prereq: Grade of C or better in ENGL A102) Basic instruction in writing for different media forms, such as print, broadcast, websites, public relations, and presentations. Includes development of researching and interviewing skills.
- COMM A335 Writing Across the Media II. (3)** (Prereq: Grade of C or better in COMM A332) Study of and practice in writing for mass media with emphasis on Associated Press style.
- COMM A342 Interviewing. (3)** Designed to acquaint the student with principles and methods of interviewing and to assist the student in developing skills in conducting interviews.
- COMM A345 Workplace Communication. (3)** (Prereq: Grade of C or better in ENGL A102) Students will apply Communication theories, principles, and concepts to workplace challenges to expand the verbal and nonverbal communication skills needed for success in business and professional settings. Possible topics include managing conflict, selecting and appraising employees, handling meetings and presentations, analyzing audiences, taking advantage of electronic media for business purposes, and effectively presenting your organization to media outlets.
- COMM A351 Persuasive Communication. (3)** (Prereq: Grades of C or better in both COMM A190 and COMM A241 or consent of instructor.) This course focuses on expanding the student's ability to recognize

persuasive messages, and analyze and act as competent, critical receivers of those messages, whether written, oral, or mediated.

- COMM A352 Media and Culture. (3)** Situated in historical contexts, this course examines the role of media in constructing national and global cultures. The course takes a cultural studies approach by examining media production, text, and audience to provide students with critical analysis skills and broad understanding of media research. (Students who earned credit for COMM A300 may not take COMM A352 for credit.)
- COMM A353 Advanced Public Speaking. (3)** (Prereq: Grade of C or better in COMM A241 or departmental permission). Course focuses on enhancement of public speaking and argumentation/debate skills, through selection and application of appropriate organizational strategies, compelling support, and convincing arguments. Includes application of classical and contemporary rhetorical theories to the critical analysis of choices made by notable speakers.
- COMM A355 Video Games, Media, and Culture. (3)** In this survey course, students will examine specific aspects of the video gaming industry and media, including the emergence of video games in the United States and current industry practices. Students will examine the impact of video games on culture, society, social values, visual aesthetics, and the portrayal and treatment of marginalized groups. The course will also provide students with opportunities to analyze, interpret, and evaluate the influence of video games as an independent medium and in comparison to other media.
- COMM A358 Sports, Communication, and Culture. (3)** (Prereq: Junior Standing or Permission of Instructor) In this course, students explore the role of sports in communicating cultural values, beliefs, and norms, and examine the impact of sports on interpersonal, group, and mediated communication. Students will review the communication history of sports as well as its current landscape, and will critically analyze how communication in and about sports manifests, influences, and perpetuates communication practices, human behavior, and beliefs about race, gender, social issues, myths, sports narratives, and nationalism.
- COMM A361 Communication and Public Advocacy. (3)** (Prereq: Grade of C or better in ENGL A102) Examination of how symbols are used in public advocacy from both applied and theoretical perspectives with emphasis on rhetorical uses of language and nonverbal symbols in the creation and transmission of public messages. More specifically, the courses focuses on opportunities for public protest and develops effective communication skills in verbal advocacy, written advocacy, use of visuals and social media in advocacy, and use of the body in protest.
- COMM A363 Media Ethics. (3)** (Prereq: Grade of C or better in ENGL A102) An exploration of the ethical practices and challenges encountered as a professional communicator. By reviewing best ethical practices involving print, broadcast, and new media, this course informs future ethical considerations.
- COMM A365 Computer Mediated Communication. (3)** (Prereq: Grade of C or better in ENGL A102) Computer

mediated communication (CMC) is the human-to-human interaction that takes place via computer networks, such as the Internet as well as via mobile digital media. This course covers practical and theoretical issues associated with CMC, with a focus on the influence of CMC on identity, language, interpersonal relationships, community and group interactions, and the social structures that emerge when people use CMC.

COMM A376 Visual Communication I. (3) (Prereq: Grade of C or better in COMM A190). Basic instructions on design and layout with emphasis on visual communication principles for design, layout, and production of printed materials. Introductory practice using computer desktop publishing.

COMM A385 Group Communication. (3) (Prereq: Grade of C or better in COMM A190). A study of the theories, principles, and practices associated with effective communication in the small group setting. The course relies on both theoretical and experiential approaches to understanding group communication.

COMM A386 Negotiation and Conflict Resolution. (3) (Prereq: Junior Standing or Permission of Instructor) A study of theories and practice of negotiation and conflict resolution. Topics may include planning and preparing for negotiations, recognizing cognitive biases, collecting and sharing information, building trust, managing emotions, understanding the influence of power and individuals' cultural backgrounds, making ethical decisions, and reaching goals while maintaining relationships. Completion of COMM A201 is recommended but not required.

COMM A399 Independent Study. (1-6) (Prereq: departmental permission) Directed independent project.

COMM A436 Public Relations Writing. (3) (Prereq: Grade of C or better in COMM A332 or COMM A328 or departmental permission) Practice in special areas of writing for Public Relations, including news releases, corporate and individual profiles, presentations, proposals, and internet writing.

COMM A450 Intercultural Communication. (3) (Prereq: Grade of C or better in ENGL A102) A study of cultural differences in human communication with a focus on theoretical and experiential approaches toward gaining competence in communicating across cultures. (Satisfies non-Western world studies requirement)

COMM A455 Gender, Communication, and Culture. (3) (Prereq: Grade of C or better in ENGL A102 or departmental permission) An exploration of the relationships among gender, communication, and culture from descriptive and critical perspectives with three focused themes: 1) communication creates, sustains, and sometimes challenges concepts of gender; 2) the conceptualization of gender is a cultural process; and 3) gender shapes communication.

COMM A462 Political Rhetoric. (3) In order to become more sophisticated and critical participants in the democratic process, students will apply classical and contemporary models in the critical analysis of political and campaign rhetoric. The course also provides the opportunity to acquire and practice argumentation and debate skills.

COMM A476 Visual Communication II. (3) (Prereq: Grade of C or better in COMM A376 or departmental permission) Advanced theory and methods for using graphics to communicate in a variety of media, including print and internet-based materials. Students gain experience in desktop publishing techniques to create visual communication materials from the concept stage to production.

COMM A477 Fund Raising and Volunteer Leadership. (3) This course explores the principles and practices of fund raising and volunteer management with an emphasis on promoting an understanding of the nature of philanthropy and its importance in our society. The course will seek to provide students with the knowledge and skills to assess and prepare an organization for fund raising, identify prospective sources of funding, prepare a case, organize an annual fund raising effort, and have a working knowledge of ethical issues and future fund raising trends.

COMM A478 Digital Storytelling. (3) (Prereq: Grade of C or better in ENGL A102) An introduction to writing and producing electronic video and audio materials, with a focus on preparing the student to produce entry-level work suitable for live and recorded broadcasts and Internet media. Topics include video camera and audio recording, audio and field techniques, basic editing procedures, and distribution.

COMM A480 Organizational Communication. (3) (Prereq: junior standing and completion of COMM A190 and COMM A201 with grades of C or better in each) A study of how the context of the organization influences interpersonal communication processes. Emphasis on applying theory and research to identify effective organizational communication practices and strategic communication behavior within organizations.

COMM A482 Health Communication. (3) (Prereq: Junior Standing or Permission of Instructor) This course examines theory and research relevant to health communication, including interpersonal, organizational, and mass communication approaches. Topics include communication between patients and health care providers, the importance of social support for patients and providers, the role of communication in general models of health and illness as well as health campaigns. Prior completion of COMM A201 is recommended but not required.

COMM A485 Leadership and Communication. (3) (Prereq: Junior standing or departmental permission) A study of the central role of communication in effective leadership in workplaces and communities. Students will examine theories, analyze attributes and abilities of effective leaders, critique leadership successes and failures, and explore such topics as values, ethics, and power, all with an eye toward enhancing leadership and communication skills.

COMM A494 Topics in Communication. (1-3) (Prereq: varies by topic) Study of selected topics in communication. Course content will be announced in the schedule of classes. Course may be repeated with different topics.

COMM A497 Directed Capstone Internship. (3) (Prereq: departmental permission, COMM A190, A201, A241 with a grades of C or better in each, successful completion of Writing Proficiency Portfolio and

USC system GPA of 2.0 or better) Supervised professional experience in communication. Students complete additional work under the direction of the faculty supervisor. Contract required. (May be repeated for a maximum of six hours.)

COMM A499 Service Learning Capstone Experience. (3)
(Prereq: departmental permission, completion of COMM A190, A201, A241 with grades of C or better, successful completion of Writing Proficiency Portfolio, and USC system GPA of 2.0 or better)
The course provides an opportunity to apply principles of effective communication to the work of a community-based non-profit or government organization. Students complete additional work under the direction of the faculty supervisor. Contract required. (May be repeated for a maximum of six hours.)

Department of English

Dr. Andrew Geyer, *Department Chair*

Professors

Andrew Geyer (English),

Ph.D., Texas Tech University

G.L. Toole Chair in English #2

Matthew Miller (English),

Ph.D., University of South Carolina

Writing Assessment Director

John and Mary P. Grew Chair in American Studies

Lynne A. Rhodes (English),

Ph.D., University of South Carolina

Kathleen Kalpin Smith (English),

Ph.D., University of California - Davis

G.L. Toole Chair in English #1

Associate Professors

Eric Carlson (English),

Ph.D., Purdue University

Todd A. Hagstette (English),

Ph.D., University of South Carolina

Jill Hampton (English),

Ph.D., Southern Illinois University - Carbondale

Douglas Higbee (English),

Ph.D., University of California - Irvine

Anonymous Endowed Chair in the Humanities

Julie M. Wise (English),

Ph.D., Indiana University

Assistant Professor

Amanda R. Warren (English),

Ph.D., Western Michigan University

Writing Center Director

Senior Instructors

Karl F. Fornes (English),

M.A., University of Dayton

Roy Seeger (English),

M.A., Ohio University; M.F.A., Western Michigan University

Instructors

David Bruzina (English),

Ph.D., Ohio State University

Zeke Miller (Curriculum and Instruction),

M.Ed., Augusta University

Adjunct Faculty

Maria Anderson (Education),

M.S., University of Bridgeport

Craig Gibbs (English),

Ph.D., University of South Carolina

Romana Hinton (Foreign Language Education),

M.S., University of Tennessee at Knoxville

Liz Owens (English Education),

M.Ed., Augusta University

Kyle J. Williams (English),

Ph.D., University of Illinois at Urbana - Champaign

Distinguished Professors Emeriti

J. Donald Blount (Comparative Literature),

Ph.D., University of South Carolina

Phebe E. Davidson (English),

Ph.D., Rutgers University

Carolina Trustee Professor

Sue Lorch (English),

Ph.D., University of Louisville

S. Thomas Mack (English),

Ph.D., Lehigh University

Carolina Trustee Professor

Suzanne Ozment (English),

Ph.D., University of North Carolina at Greensboro

J. Stanley Rich (English),

Ph.D., University of Alabama

Department Mission Statement

The USC Aiken English Department's mission is to provide students with an understanding and appreciation of the written word, both as writers and as readers of significant literature.

To that end, the Department has three major purposes:

- 1.) to provide students throughout the University with experience in thinking creatively and critically and in writing articulately about ideas in general,
- 2.) to provide a variety of electives for students engaged in either a liberal arts education or a professional program of study, and
- 3.) to provide English majors with background for graduate studies in English or preparation for careers that draw on communication skills and critical thinking abilities.

For more information on the Department of English and its programs, visit the departmental web site at <http://www.usca.edu/english/>.

The Oswald Review. The USC Aiken Department of English sponsors *The Oswald Review*, an international journal of undergraduate research and criticism in the discipline of English. Published annually, *The Oswald Review* is a refereed journal that accepts submissions from undergraduates in the field of English in this country and abroad. All issues are available online at <http://scholarcommons.sc.edu/tor/>.

Broken Ink. The English Department supports *Broken Ink*, USC

Aiken's award-winning literary magazine. The magazine, produced entirely by student staff and contributors, is published annually and offers students the opportunity to publish their creative writing and art, as well as provide experience in editing, layout, and magazine production.

Sigma Tau Delta. Since 1986, the English Department has sponsored a campus chapter (Epsilon Upsilon) of Sigma Tau Delta, the International English Honor Society. This international organization recognizes academic achievement and promotes interest in literature and the English language; membership is offered on an invitational basis to superior students majoring or minoring in English or pursuing a degree in English Education.

Mona L. Martin Prize in Freshman Writing. In honor of alumna Mona Martin (B.A., English, 1995) the prize is presented annually on a competitive basis to a first-year student who demonstrates excellence in expository writing. The award is presented in the form of a scholarship.

Kaplan Writing Award. The Kaplan Writing Award is given annually on a competitive basis to the student whose writing exemplifies the qualities valued and stressed by Professor Virginia Kaplan during her years of teaching English at USC Aiken: depth of thought, clarity of expression, and command of language. The award is presented in the form of a cash prize or scholarship.

Phebe Davidson Creative Writing Prize. In honor of distinguished South Carolina poet and USC Aiken professor emerita Phebe Davidson, this prize is offered annually on a competitive basis to a full-time student at USC Aiken whose work demonstrates superior achievement in creative writing. The prize is awarded in the form of a scholarship or cash award.

James and Mary Oswald Distinguished Writers Series. Since 1985, the English Department has brought to Aiken a number of distinguished visiting writers. During that period, such significant literary personalities as Nikky Finney, Peter Taylor, Marge Piercy, Mark Strand, Donald Hall, Alison Lurie, Alan Gurganus, and Robert Creeley have visited USC Aiken, interacted with students in English classes, and presented free public readings of their work.

Western Carolina Language Arts Festival. The Department of English hosts the annual Western Carolina Language Arts Festival. Through open competition in a variety of performance categories related to literary study, this one-day event recognizes outstanding work by area public and private school students in grades six through twelve.

Internships. The Department of English administers a number of internship opportunities so that those students majoring in English can gain hands-on experience in professional writing. These include internship agreements with local businesses and government agencies and campus-based small presses and scholarly journals. Interested students should see the Department Chair for more information.

The Writing Center. The Writing Center, located in Humanities and Social Sciences Building 112, is open to all USC Aiken undergraduate and graduate students seeking feedback on any of their written projects. Students are welcome to drop by, but appointments are recommended. Qualified students can become consultants in the Writing Center, earning valuable experience, academic credit, and financial compensation. The Writing Center is open regular daytime and evening hours. For more information, call the Writing Center Coordinator at extension 3735 or visit the On-line Writing Center at <http://www.usca.edu/writingroom/>.

The Writing Proficiency Portfolio required of all students is described in the section devoted to the General Education Requirements under Academic Affairs and Regulations.

Curricula

The Bachelor of Arts with a major in English is designed to be flexible enough to provide the student with an adequate

background for graduate studies in English or preparation for such professions as law, medicine, the ministry, advertising, communications, technical writing, and library science.

A grade of C or better in English 102, or its equivalent, is a prerequisite for all other English courses.

All students pursuing the B.A. in English must complete at least 18 hours in the major (coursework at the 300 level or above) at USC Aiken.

Technological Literacy in English

All English majors will demonstrate proficiency in the compilation, evaluation, and integration of electronic sources in researched writing, particularly in the following required courses: ENGL A284, A285, A288, A289, and the senior project. Furthermore, all English classes require some use of computer technology, from simple word-processing to Internet navigation.

Bachelor of Arts - Major in English

1. General Education Requirements.....49-52

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8
Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas)..... 6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)¹..... 9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit or ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #5) and other English courses.
2. Oral Communication..... 3
(COMM A201, COMM A241)
3. Math/Statistics/Logic 6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent

enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Introduction to Literary Criticism (ENGL A275)

3. Survey Requirements..... 12 ENGL A284, A285, A288, and A289

English majors may use six of these twelve hours toward satisfying the Humanities component of the General Education Requirements. All English majors are also strongly advised to complete their survey requirements before enrolling in upper-level literature classes.

4. Major Requirements (300 level or above)..... 18

One course from each of the following areas:

Area I: British Literature

(ENGL A400, A401, A405, A411, A412, A416, A417, A419, A423, A424)

Area II: American Literature

(ENGL A425, A426, A427, A428, A429, A430, A431, A449)

Area III: Global/Comparative Literature

(ENGL A385, A389, A390, A391, A396, A435, A491)

Area IV: English Grammar

(ENGL 450)

Area V: Shakespeare

(ENGL A407)

Area VI: Senior Thesis or Seminar

(ENGL A496 or ENGL A499)

5. Electives in English..... 15

Any five English courses at the 300 level or above

6. Required Cognate or Minor	12-18
Cognate	12
Minor	18
7. Electives	1-10
Total hours required.....	120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations. The writing proficiency portfolio is a general education requirement that must be satisfied before any student attempts the senior thesis or senior seminar requirements.

B.A. in English

Major Program Goal and Objectives

The Department has established the following goal for those students completing the B.A. in English:

Students will develop not only the ability to derive meaning from what they read, particularly literary texts, but also the ability to write analytically about literature and its history.

Derived from this goal are the following five objectives:

- 1) Students will demonstrate the ability to do a close reading of genres (e.g., poetry, fiction, drama, or film);
- 2) Students will demonstrate a general knowledge of major movements, periods, and authors in British and American literature;
- 3) Students will demonstrate a working knowledge of literary terms;
- 4) Students will demonstrate the ability to understand literature in its cultural context;
- 5) Students will demonstrate the ability to locate, read, understand, and apply literary criticism and scholarship; and
- 6) Students will demonstrate the ability to write analytically and articulately about literature, offering evidence of clarity, coherence, and style.

Bachelor of Fine Arts - Major in Professional or Creative Writing

1. General Education Requirements for Both Concentrations 49-52

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences..... 7-8
 Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
 (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas)..... 6
 Psychology, Sociology, Anthropology, Economics, Political Science, Geography

4. Languages 6-8
 (Two (2) semesters of the same language required.)

5. Humanities (at least two areas)¹..... 9
 Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
 Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit or ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #5) and other English courses.
2. Oral Communication..... 3
 (COMM A201, COMM A241)
3. Math/Statistics/Logic 6
 Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.
4. Satisfactory completion of Writing Proficiency Requirement
 For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.
5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
 For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.
 Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
 (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
 Two approved events in each semester of enrollment.
 For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Survey Requirements for Both Concentrations ... 12

ENGL A284, A285, A288, and A289

Writing majors may use six of these twelve hours toward satisfying the Humanities component of the General Education Requirements. All Writing majors are also strongly advised to complete their survey requirements before enrolling in upper-level literature classes.

3. Degree Requirements: Professional Writing Concen-

tration Only

A. Writing in the Workplace (ENGL A245)..... 3

B. Major Requirements (300 or above)..... 24

Students must complete each of the following requirements:

1. Workshops: any three from the following (9 hours)
ENGL A345, A461, A462, A463
2. Grammar and Composition (6 hours)
ENGL A250, A460
3. Experience in Editing and Publishing: either of the following: (3 hours)
ENGL A363, A497
4. Major Authors: any one of the following (3 hours)
ENGL A401, A407, A494
5. Senior Thesis (3 hours)
ENGL A496

4. Degree Requirements: Creative Writing Concentration Only

A. Introduction to Creative Writing (ENGL A264) ... 3

B. Major Requirements (300 level or above)..... 24

Students must complete each of the following requirements:

1. Workshops: any three from the following (9 hours)
ENGL A463, A464, A465, A466
2. Grammar and Composition (6 hours)
ENGL A250, A460
3. Experience in Editing and Publishing: either of the following: (3 hours)
ENGL A363, A497
4. Major Authors: any one of the following (3 hours)
ENGL A401, A407, A494
5. Senior Thesis (3 hours)
ENGL A496

5. Electives in English for Both Concentrations 9

A. Electives in English (300 level or above)

Students may choose any three courses from Areas I, II, V, and VII:

Area I - British Literature

ENGL A400, A405, A411, A412, A416, A417, A419, A423, A424

Area II - American Literature

ENGL A425, A426, A427, A428, A429, A430, A431, A449

Area V - World Literature/Comparative Literature

ENGL A385, A389, A390, A391, A396, A435, A491

Area VII - Shakespeare

ENGL A407

6. Required Cognate or Minor for Both Concentrations..... 12-18

Cognate..... 12

Minor 18

7. General Electives for Both Concentrations 1-10

Total hours required..... 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations. The writing proficiency portfolio is a general education requirement that must be satisfied before any student attempts the senior thesis or senior seminar requirements.

B.F.A. in Writing

Major Program Goal and Objectives

The Department has established the following goal for those students completing the B.F.A. in Professional or Creative Writing:

Students will develop their creative/professional potential, especially in writing; explore the practical aspects of publishing and getting published; learn a respect for and an understanding of language; appreciate and profit from a study of our common literary heritage; increase their awareness of and empathy for diverse peoples and cultures; discover the relevance of ideas and values found in their reading; and learn to think critically and evaluate wisely.

Closely linked with this goal are the following six objectives common to all those who graduate with a B.F.A. Professional or Creative Writing:

- 1) Students will demonstrate the ability to do a close reading of genres (e.g., poetry, fiction, nonfiction, drama, or film);
- 2) Students will demonstrate a general knowledge of major movements, periods, and authors in British and American literature;
- 3) Students will demonstrate a working knowledge of literary/professional/technical terms;
- 4) Students will demonstrate the ability to understand literature/professional/technical writing in its cultural/social/practical context(s); and
- 5) Students will demonstrate the ability to locate, read, understand, and apply relevant literary criticism/scholarship and/or professional/technical practices and norms.
- 6) Students will demonstrate the ability to write analytically and articulately, offering evidence of clarity, coherence, and style.

Minor in Literature

Prerequisites:

ENGL A101 Composition
ENGL A102 Composition and Literature

Requirements:

One of the following surveys:3

- ENGL A275 Introduction to Literary Criticism
- ENGL A284 Survey of American Literature I
- ENGL A285 Survey of American Literature II
- ENGL A286 Survey of African-American Literature
- ENGL A288 Survey of British Literature I
- ENGL A289 Survey of British Literature II
- ENGL A290 Introduction to Women's Literature
- ENGL A291 Introduction to Non-Western Literature

One to two additional classes numbered ENGL A275-A299	3-6
Three to four from the following:.....	9-12
ENGL A385-A449 and ENGL A474-A494	
Total hours required	18

Minor in Creative Writing

The creative writing minor offers students the opportunity for intensive study of the techniques involved in writing fiction, poetry, plays, and creative nonfiction. Students will craft original stories, poems, plays, and articles; develop critical vocabulary and reading skills; and critique each other's work. The minor is intended for students who want to excel creatively, and for those who wish to pursue graduate work in creative writing or literature.

Required:

ENGL A264 Introduction to Creative Writing	3
--	---

Choose five of the following..... 15

ENGL A250 Rhetorical Grammar	3
ENGL A363 Recording Oral History	3
ENGL A450 English Grammar.....	3
ENGL A453 Development of the English Language.....	3
ENGL A460 Advanced Composition.....	3
ENGL A461 Writing About the Arts	3
ENGL A463 Writing Workshop: Nonfiction	3
ENGL A464 Writing Workshop: Poetry.....	3
ENGL A465 Playwriting	3
ENGL A466 Writing Workshop: Fiction.....	3
ENGL A468 Studies in Writing.....	3
ENGL A497 Directed Internship	3
COMM A376 Visual Communication I	3

Total hours required 18

1. Students must earn a grade of C or better.
2. Three (3) hours of independent study may be applied to the minor, but only in extraordinary cases and only with the prior approval of the English Department chair.
3. No more than six (6) hours from ENGL A468

Minor in Professional Writing

The professional writing minor combines work in writing theory with practical applications in professional contexts. The minor is intended to provide background and practice for students who want to excel professionally and/or students interested in pursuing graduate work in rhetoric or technical writing.

Required:

ENGL A245 Writing in the Workplace.....	3
---	---

Choose five of the following: 15

ENGL A250 Rhetorical Grammar	3
------------------------------------	---

ENGL A345 Business Writing.....	3
ENGL A360 Composition Studies.....	3
ENGL A362 Literature and Media Cultures	3
ENGL A363 Recording Oral History	3
ENGL A450 English Grammar.....	3
ENGL A460 Advanced Composition.....	3
ENGL A461 Writing About the Arts	3
ENGL A462 Technical Writing	3
ENGL A463 Writing Workshop: Nonfiction	3
ENGL A467 Argumentation	3
ENGL A468 Studies in Writing.....	3
ENGL A497 Directed Internship	3
COMM A345 Workplace Communications	3
COMM A332 Writing Across the Media I	3
COMM A376 Visual Communication I	3

Total hours required 18

1. Students must earn a grade of C or better.
2. Three (3) hours of independent study may be applied to the minor, but only in extraordinary cases and only with the prior approval of the English Department chair.
3. No more than six (6) hours from ENGL A468

Add-On Teacher Certification in English

Students can earn certification in English through the "add-on" certification process. Interested students should consult with the Dean of the School of Education to have their transcripts evaluated and to learn more about specific requirements.

Applied Writing Courses

The following English courses are applied writing courses: A201, A250, A264, A345, A360, A460, A461, A462, A463, A464, A465, A466, A467, and A468.

Applied writing courses cannot be used to satisfy General Education Requirements.

Course Descriptions

English Language and Literature (ENGL)

A student must complete English A102 with a grade of C or better before taking other English courses; only in exceptional cases (and then with approval of the Chair of the Department of English) may a student take English A102 concurrently with a higher-level English course.

ENGL A101 Composition. (3) A course in the composing process with attention to invention, arrangement, and style and closely supervised practice in reading and writing. Students must complete ENGL A101 with a grade of C or better in order to fulfill English general education requirements. (Every semester)

ENGL A101L Intensive English Composition Lab. (1) Intensive practice in targeted composition skills. Special attention devoted to mechanics and syntax. (Every semester)

ENGL A102	Composition and Literature. (3) (Prereq: Grade of C or better in ENGL A101) A course in the writing of expository and critical essays with an introduction to literature and including a research paper. Students must complete ENGL A102 with a grade of C or better in order to fulfill English general education requirements. (Every semester)	of establishing standards of judgment. (Every fall)
ENGL A110	ESOL Conversational English. (3) Intensive oral-aural practice in conversational English with an emphasis on spontaneous discourse and pronunciation and fluidity, as well as knowledge of academic language, and competency in verbal use of standard English grammar practices. (May be repeated for a maximum of 6 hours of credit; may be taken concurrently with ENGL A111; students required to take this course make not take ENGL A101 or ENGL A102 concurrently.) (Every semester).	ENGL A281 The Novel to 1920. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of significant novels in Western literature from the Renaissance to 1920.
ENGL A111	ESOL Reading & Writing. (3) A course designed to offer practice in and promote further development of essential reading and writing skills for those students for whom English is their second or other language. (May be repeated for credit up to 6 hours; students required to take ENGL A111 may not take ENGL A101 or A102 concurrently; may be taken concurrently with ENGL A110.) (Every semester)	ENGL A282 Contemporary Fiction. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of the nature and significance of contemporary fiction.
ENGL A201	Writing in the University. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A comprehensive review of composition, focusing on clarity of purpose, quality of thought, organization, use of sources, language/style, and mechanics/grammar. Students who complete the course with a grade of C or better will satisfy the junior writing proficiency requirement. For elective credit only. (Every semester)	ENGL A283 Contemporary Poetry. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of the nature and significance of contemporary poetry.
ENGL A245	Writing in the Workplace (3) (Prereq: Grade of C or better in ENGL A101 and A102). An introduction to the rhetorical principles and formats associated with writing in the workplace with specific emphasis on audience awareness, concision, collaboration, document design, and digitally-mediated writing. Analysis and practice of typical workplace formats such as procedure writing and grant writing.	ENGL A284 Survey of American Literature I. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of American literature from its beginning to the Civil War. (Every fall)
ENGL A250	Rhetorical Grammar. (3) (Prereq: Grade of C or better in ENGL A101 and A102) This course will enable writers to gain more confidence in their writing (1) by understanding the many, varied structural and stylistic choices of the English language, (2) by increasing their ability to talk consciously about their writing choices as they revise their papers, and (3) by recognizing the rhetorical effects their choices may have on their readers. Special attention will be given to audience expectations, sentence rhythm and cohesion, coordination and subordination, punctuation, modifiers, and diction.	ENGL A285 Survey of American Literature II. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A survey of American literature from the Civil War to the present. (Every spring)
ENGL A264	Introduction to Creative Writing. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A beginning course in the theory and practice of writing poetry, fiction, and drama. (Every fall)	ENGL A286 Survey of African-American Literature. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A survey of African-American literary history from the oral traditions of slavery to contemporary forms. (Every fall)
ENGL A275	Introduction to Literary Criticism. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A survey of the major theories of literary criticism. Students will learn how to discover and create meaning from literary texts by responding to and interpreting those texts in different ways; they will gain practice in criticizing literary works with the aim	ENGL A288 Survey of British Literature I. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Extensive reading in the works of major writers from the Beowulf poet through the 17 th century. (Every fall)
		ENGL A289 Survey of British Literature II. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Extensive reading in the works of major writers from the 18 th century through the Modern Age. (Every spring)
		ENGL A290 Introduction to Women's Literature (3) (Prereq: Grade of C or better in ENGL A101 and A102) A survey of literature by women writing in the English language. The course is historically based and emphasizes women's perceptions of themselves as writers and participants in their own culture. (Every semester)
		ENGL A291 Introduction to Non-Western Literature. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of selected literatures of non-Western cultural traditions.(Satisfies the non-Western world studies requirement; offered every semester)
		ENGL A293 Introduction to Film. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of film as an art form with particular attention given to genres and stylistic techniques. A history of the cinema and an analysis of the elements that make up a film will also be a focus.
		ENGL A295 Introduction to Dramatic Literature. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative works of primarily Western dramatic literature from multiple time periods and nationalities. The course emphasizes the development and interconnectedness of important genres and dramatic movements.
		ENGL A301 Introduction to Human Language. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of the design and function of human language: sound systems, word systems, and sentence patterns; language acquisition; language history; relationships to social contexts and to the mind. English will be the primary language for

illustration. This course fulfills the general education requirement in the humanities. (Offered on demand)

- ENGL A345 Business Writing. [BADM A345] (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Extensive practice in different types of business writing, from brief letters to formal articles and reports. This course is cross-listed with BADM A345, Business Communication.
- ENGL A360 Composition Studies. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of composition and rhetorical theories within a practical context. The study of relevant movements, figures and texts will provide an introduction to the principles of teaching writing. (Fall, odd years)
- ENGL A362 Literature and Media Cultures. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Explores the concepts of and relationships between literacy and literature in four media cultures: oral, manuscript, print, and electronic. (Fall, even years)
- ENGL A363 Recording Oral History. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Oral history shares in the methods of folklore, journalism, cultural studies, psychology, and literary narrative. Students will elucidate the experiences of a select group of people, and preserve these experiences in video and written formats. Each student will prepare for, conduct, transcribe, and index an interview.
- ENGL A385 Studies in Non-Western Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study in selected topics focusing on the non-Western world. (Satisfies the non-Western world studies requirement; offered on demand)
- ENGL A389 Classical Mythology. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the nature and significance of myths, with emphasis on the major Greek and Roman myths of divinities and heroes. (Students who received credit for PHIL A110 may not take this course for credit.) (Spring, even years)
- ENGL A390 Great Books of the Western World. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A comparative study (in translation) of great books from antiquity to the present. Specific literary era(s) studied will vary with instructor. (Offered on demand.)
- ENGL A391 Gothic Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A comparative study of Gothic Literature across multiple cultures in its concurrent European and American traditions. Students will examine the heyday of Gothic Literature from the eighteenth to the twentieth centuries, with special focus on its major British expressions in the Romantic and Victorian periods and American transformations like the Southern Gothic. (Spring, even years)
- ENGL A392 Early Modern European Drama. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of dramatic literature from sixteenth- and seventeenth-century England and Continental Europe.
- ENGL A393 Film and Society. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Film as cultural text, with special emphasis on the relation between the film and its cultural/critical context.

- ENGL A394 Images of Women in Film & Fiction. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the evolving images of women as they are presented in film and fiction.
- ENGL A395 The Graphic Novel. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of graphic novels or book-length comics with emphases on genre, literary elements, and visual design and style. Graphic novels from the United States as well as European and Non-western countries will be examined.
- ENGL A396 Global Women Writers. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative global women writers across multiple cultures and continents with particular attention given to commonalities and differences in their topics and themes. Both traditional and emerging writers will be studied. (Satisfies the non-Western world studies requirement; every Spring)
- ENGL A399 Independent Study. (3-6)** (Prereq: Grade of C or better in ENGL A101 and A102) Directed independent study. A student chooses a project and finds a professor willing to work with him/her.
- ENGL A400 Anglo-Saxon Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the literature of Anglo-Saxon England from the 5th to 11th centuries, focusing on the literary and cultural concerns of the Anglo-Saxons as part of a larger corpus of medieval Germanic literature. Texts will be read in Modern English translations of Old English originals, and no previous knowledge of Old English is required.
- ENGL A401 Chaucer. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Chaucer's works, with special attention to *The Canterbury Tales*. (Spring, odd years)
- ENGL A405 The English Renaissance. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Literature of the English Renaissance, in its cultural contexts, explored through representative works. (Fall, even years)
- ENGL A407 Shakespeare. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the plays of Shakespeare. (Every spring)
- ENGL A411 The Eighteenth Century. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of British literature from 1660 to 1800.
- ENGL A412 Contemporary British Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative contemporary British writers since World War II with special emphasis on the cultural context of the works and their place in the tradition. (Spring, even years)
- ENGL A415 Science Fiction. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of science fiction that offers students an opportunity to explore a significant literature of what is generally called "pop-culture" in relation to the generally acknowledged literary canon, and to explore its importance in an academic setting. (Offered on demand)
- ENGL A416 The British Novel. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of the English novel from DeFoe to Lawrence (representative authors will include Fielding, Austen, Scott, Dickens, George Eliot and Conrad). (Spring, even years.)

ENGL A417	Romanticism. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of the 18 th century transition from Classicism to Romanticism and of the 19 th century masters: Wordsworth, Coleridge, Byron, Shelley, and Keats. (Fall, even years)	emphasis on the cultural, historical, and literary connections between the two traditions. (Satisfies the non-Western world studies requirement; Spring, even years)
ENGL A419	The Victorian Age. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A survey of Victorian prose and poetry. (Spring, odd years)	
ENGL A423	Modern British Literature. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A survey of 20 th century British literature with representative readings from the poets, the dramatists, and the novelists. (Fall, odd years)	
ENGL A424	Studies in British Literature. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of selected topics. (Offered on demand)	
ENGL A425	Early American Literature. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative works from the nation's colonial beginnings to 1800 with special emphasis on Puritan, Neoclassical, and Pre-Romantic writers. (Fall, odd years)	
ENGL A426	American Romanticism. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative works from 1800 to the Civil War with special emphasis on such major figures as Poe, Hawthorne, Melville, Emerson, and Thoreau. (Spring, even years)	
ENGL A427	American Realism. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative works from the Civil War to 1910 with special emphasis on such literary subcategories as naturalism and the local color movement and such major figures as Whitman, Dickinson, Crane, Twain, and James. (Fall, even years)	
ENGL A428	Modern American Writers. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of American thought in literature since World War I. Particular emphasis is placed upon regional schools, their techniques, their philosophies. (Spring, odd years)	
ENGL A429	Contemporary American Literature (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of American literature from 1980 to today. Particular emphasis is placed upon multicultural writers, different genres, and emerging movements in contemporary American literature. (Fall, odd years)	
ENGL A430	Southern Literature. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative writers of the American South with special emphasis on the cultural context of the works. Includes such writers as Zora Neale Hurston, William Faulkner, Tennessee Williams, Robert Penn Warren, Eudora Welty, and Alice Walker. (Fall, odd years)	
ENGL A431	American Autobiography. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A survey of American autobiography that considers work by writers of various backgrounds, cultures, and historical periods. (Offered on demand)	
ENGL A435	African and African-American Literature. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A comparative study of representative African and African-American writers with special	
ENGL A449	Studies in American Literature. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of selected topics. (Offered on demand)	
ENGL A450	English Grammar. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Study of traditional, structural, and generative systems of English. (Every fall)	
ENGL A453	Development of the English Language (3) (Prereq: Grade of C or better in ENGL A101 and A102) English from Indo-European through Germanic and into Old English, Middle English, and Modern English. No previous knowledge of Old English or Middle English is required. (Fall, odd years)	
ENGL A454	Old English Language. (3) (Prereq: Grade of C or better in ENGL A101 and A102). A study of the English language from ca. 450 to 1100 CE, including the phonology, morphology, lexicon, semantics, syntax, and orthography of English in both prose and verse. (Offered on demand.)	
ENGL A455	Middle English Language. (3) (Prereq: Grade of C or better in ENGL A101 and A102). A study of the English language from ca. 1100 to 1500 CE, including the phonology, morphology, lexicon, semantics, syntax, and orthography of English in both prose and verse. (Offered on demand.)	
ENGL A459	Studies in English Linguistics. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of selected topics. (Offered on demand)	
ENGL A460	Advanced Composition. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Extensive practice in different types of expository and persuasive nonfiction writing. The course will focus on both different writing processes and different forms of written discourse used to generate meaning, clarify understanding, and influence thought and action. (Every fall)	
ENGL A461	Writing About the Arts. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Workshop in writing about the fine and performing arts, including an introduction to the vocabulary of the arts and practice in composing critical responses to selected campus cultural offerings. (Offered on demand)	
ENGL A462	Technical Writing. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Preparation for and practice in reporting technical information logically and lucidly for a variety of audiences. (Every Spring)	
ENGL A463	Writing Workshop - Nonfiction. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Practice and discussion of the basic techniques of writing creative nonfiction, such as memoir, personal essay, nature essay, and travel memoir. May be repeated for a maximum of 6 credit hours. (Fall, odd years)	
ENGL A464	Writing Workshop-Poetry. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Practice and discussion of basic techniques of writing poetry. May be repeated for a maximum of 6 credit hours. (Spring, odd years)	
ENGL A465	Playwriting (=THEA A465) (3) (Prereq: Grade of C or better in ENGL A101 and A102.) Practice and	

discussion of basic techniques of writing plays. May be repeated for a maximum of six hours. (Offered on demand). Cross-listed with THEA A465.

ENGL A466 Writing Workshop - Fiction. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Practice and discussion of basic techniques of writing fiction. May be repeated for a maximum of 6 credit hours. (Spring, even years)

ENGL A467 Argumentation. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A writing intensive study of the rhetorical principles of argument, focusing most closely on written argument in contemporary American culture. Students will be expected to produce written work that applies the formal structure, rhetoric, and logic of argument to an assortment of topics and issues. (Fall, even years)

ENGL A468 Studies in Writing. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Advanced theory and practice in selected genres. Choice of genres to be studied varies with instructor. May be repeated for a maximum of 6 credit hours. (Offered on demand)

ENGL A474 Modern Western Drama. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Critical studies of English, European, and American dramatists from Ibsen to the present. (Offered on demand)

ENGL A480 Studies in Literary Criticism. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of specific topics in literary criticism both in theory and practice. Choice of topic varies with instructor.

ENGL A485 Adolescent Literature [=EDRD A485]. (3) (Prereq: Grade of C or better in ENGL A101 and A102) A study of materials intended for young adults (13-19) with emphasis on the process of evaluating these materials to meet the educational, cultural, and recreational needs of young adults. The characterization of adolescents in literature and the historical development of the writing of literary works for adolescents are examined. This course is cross-listed with EDRD A485 Adolescent Literature. (Spring, odd years)

ENGL A491 Studies in Comparative Literature. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Intensive studies in selected topics (Offered on demand).

ENGL A494 Studies in Major Authors. (3) (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of one or two major authors. This is a special topics course; choice of author or authors varies with instructor. (Every fall)

ENGL A495 Independent Reading and Research. (3) (Prereq: Grade of C or better in ENGL A101 and A102 and consent of instructor)

ENGL A496 Senior Thesis. (3) (Prereq: Grade of C or better in ENGL A101 and A102, Senior standing, minimum 3.0 GPA, completion of at least 12 hours at the 300 level or above, permission of instructor and department chair, and successful completion of the writing proficiency portfolio or ENGL A201). Directed independent research and writing project. The English major may choose to explore in depth a literary topic of special interest or to produce an original work and to place this work into the context of the appropriate tradition. Topic choice will be made by student and instructor with approval

by department chair. The thesis of 25-30 pages will be defended before a committee of three faculty members, including the thesis director, the department chair and /or BIS director, and one additional faculty member chosen by the student. All thesis students and their faculty directors will meet as a group during the semester for discussion of the process. A transcript designation, "Exceptional work on the senior thesis," may be given if recommended by the faculty thesis committee (Offered on demand).

ENGL A497 Directed Internship. (1-3) (Prereq: Grade of C or better in ENGL A101 and A102, Junior standing, departmental permission) Supervised professional experience in writing. (May be repeated for a maximum of 6 credit hours)

ENGL A499 Senior Seminar. (3) (Prereq: Grade of C or better in ENGL A101 and A102, Senior standing, completion of at least 12 hours at the 300 level or above, consent of instructor, and successful completion of the writing proficiency portfolio or ENGL A201). A seminar in which the students apply to instructor-selected literature the critical and analytical skills developed in their previous course work. Students will produce a critical analytical paper of approximately fifteen pages on literature of their own choosing. The course will culminate in an oral defense of the final paper within the context of the seminar and before the faculty seminar committee. (Offered every spring).

Department of History, Political Science, and Philosophy

Dr. Elizabeth A. Georgian, *Department Chair*

Associate Professors

Roger A. Deal (History),
Ph.D., University of Utah
Cleora Toole Murray Chair in History

Devi Dillard-Wright (Philosophy),
Ph.D., Drew University

Elizabeth A. Georgian (History),
Ph.D. University of Delaware

Heather Peterson (History),
Ph. D., University of Texas at Austin

Samuel Pierce (History),
Ph.D., University of Florida

Assistant Professors

Adriana Boersner-Herrera (Political Science),
Ph.D., University of Missouri

Sarah King (History),
Ph.D., State University of New York - Binghamton

Matthew P. Thornburg (Political Science),
Ph.D., George Mason University

Sarah Young (Political Science),
Ph.D., University of Tennessee

Senior Instructor

Alexia J. Helsley (History),
M.A., University of South Carolina

Adjunct Faculty

Maureen Burgess (History),
Ph.D., University of Hawai'i at Manoa

Thomas B. Burrus (Philosophy),
M.A., University of Houston

Stephanie Davis (Political Science),
M.P.A., Morehead State University

Sabrina D. MisirHiralall (Religion),
Ph.D., Montclair State University

Andrew D. Smith (Religion),
M.Div., Yale Divinity School

Shannon Deer Smith (Religion),
M.A., University of South Carolina

Taggart E. Wolverton (Religion),
Ph.D., Vrije Universiteit Amsterdam

Distinguished Professors Emeriti

Carol S. Botsch (Political Science),
Ph.D., University of South Carolina

Robert E. Botsch (Political Science),
Ph.D., University of North Carolina at Chapel Hill
Carolina Trustee Professor

James O. Farmer (History),
Ph.D., University of South Carolina

Elaine Lacy (History),
Ph.D., Arizona State University

Valdis O. Lumans (History),
Ph.D., University of North Carolina at Chapel Hill
Carolina Trustee Professor

Girma Negash (Political Science),
Ph.D., University of Colorado

W. Calvin Smith (History),
Ph.D., University of North Carolina at Chapel Hill

Professor Emerita

Blanche Premo-Hopkins (Philosophy),
Ph.D., Marquette University

History

Department Mission Statement

The History Program, an exclusively undergraduate program leading to the BA degree, supports the USC Aiken mission as written in the *USC Aiken Bulletin* and is designed to achieve these goals. In addition the faculty have accepted the following specific mission: 1) contribute to the humanistic, liberal education of all USCA students; 2) prepare history majors to meet program requirements and ultimately receive the BA degree in History; 3) provide auxiliary services for other disciplines (e.g., history courses as electives, cognates, minors and other curriculum majors to meet program requirements and ultimately receive the BA degree in History; 3) provide auxiliary services for other disciplines (e.g., history courses as electives, cognates, minors and other curriculum requirements); 4) contribute to the overall development of the USC Aiken academic community through faculty services activities; 5) contribute academic and scholarly expertise to the Aiken community and beyond. The history faculty strives to fulfill this mission primarily through instruction, research, and service, in particular the emphasis on pursuit of academic excellence.

Curricula

In order to be awarded a bachelor's degree with a major in history or a major in political science, students must complete the basic requirements listed below and specific major requirements. The basic requirements include general education requirements (see Academic Affairs and Regulations) and either a minor (18 hours) in a discipline other than the major discipline, or a cognate (12 hours), consisting of advanced courses in at least two different disciplines related to the student's major interest. political science and history majors who either have a completed degree in another field, or are working on another degree concurrently, or have declared a double major, are not required to have a minor or cognate as a requirement for graduation. All course work counting towards the major, minor or cognate must be completed with at least a C grade.

Courses in which a grade less than C is made may be repeated. Electives, courses not counting towards the general education requirements, major requirements, or either the minor or cognate should be chosen to provide the student with the broadest possible education. Developmental courses will not count toward the 120 hour requirement for a bachelor's degree in this department. The maximum number of credit hours for activities courses accepted for credit towards a political science or a history degree is four. The department chair will determine the applicability of all transfer courses towards degrees granted in the department. Transfer students working towards a degree in history or political science must take a minimum of 12 hours of major requirement courses at USC Aiken. It is the student's responsibility to plan a suitable course of study for her/his goals and to consult frequently with a major advisor as to the selection of courses. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work.

Technological Literacy in History and Political Science

History and political science majors receive fundamental information technology instruction and develop basic computer skills needed for their respective fields in their required methodology courses, HIST A300 and POLI A301. All other Department courses, surveys as well as upper level courses, require some exposure to computer technology, from simple word-processing, to internet and Web-usage, to more complex data manipulation. The particular mode of technology is left to the discretion of the instructor and the nature of the course.

Bachelor of Arts - Major in History

To fulfill the Bachelor of Arts degree requirements in History a student must successfully complete at least 120 credit hours in academic subjects. All candidates for the degree of Bachelor of Arts with a major in History must satisfy a set of general education requirements, listed below, which are designed to prevent any student from adopting too narrow an academic are designed to prevent any student from adopting too narrow an academic focus. In addition to these requirements the student must choose to pursue either a minor or a cognate. As a major requirement the student must take 33 hours of history courses numbered 300 or above.

HIST A300 should be taken as soon as possible after a history major attains sophomore status (30 hours).

History Honors Recognition: Senior History majors (90 hours or more) will be considered, by the department, as a "History Honors Major," upon completion of the Senior Capstone, HIST A499, with the grade of A.

History majors may take up to nine hours of independent study in history that will count towards the major and six hours in other disciplines for a maximum 15 hours of independent studies.

1. General Education Requirements..... 55-58

A. Knowledge of Human Cultures and the Physical and Natural World 37-40

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8
Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas)..... 9
Psychology, Sociology, Anthropology,
Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)¹..... 12
Communication (last two digits must be in 50s or 60s),
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion, Selected
Language courses, Humanities (HSSI acronym), Honors
(HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #5) and other English courses.
2. Oral Communication..... 3
(COMM A201, COMM A241)
3. Math/Statistics/Logic 6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.).

MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.
4. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.
5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as

linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements	33
HIST A300 The Historian's Craft	3
HIST A499 Senior Capstone	3
HIST courses 300-level and above	27
The 27 hours must be distributed as follows ² :	
United States History	6
European History	6
Non-Western History	6
History Electives	9
3. Cognate or Minor	12-18
Cognate	12
Minor	18
4. Free Electives	10-19
Total hours required	120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² The department will determine the field of any course whose subject is general in nature and does not clearly fit any of the three fields.

Minor in History

All courses must be 300-level or higher.

Requirements:

HIST A300, The Historian's Craft	3
U.S. History	6
Non-U.S. History	6
Any area of History (student's choice)	3
Total hours required	18

Political Science

Department Mission Statement

The Political Science Program, an exclusively undergraduate program leading to the BA degree, supports the USC Aiken mission as written in the *USC Aiken Bulletin* and is designed to achieve these goals. In addition the faculty accepted the following specific mission:

1) contribute to the humanistic, liberal education of all USC Aiken students; 2) prepare political science majors to meet program requirements and ultimately receive the BA degree in Political Science; 3) provide auxiliary services for other disciplines (e.g., political science courses as electives, cognates, minors, and other curriculum requirements); 4) contribute to the overall development of the USC Aiken community through faculty service activities; 5) contribute academic and professional expertise to the Aiken community and beyond. The faculty strives to fulfill its mission primarily through instruction, research, and service, and especially the pursuit of academic excellence.

Political Science Honors Recognition: Senior political science majors (90 hours or more) will be considered by the department as a "Political Science Honors Major," upon completion of the Senior Honors Thesis, POLI A500, with the grade of B or higher. See the

description of POLI A500 for prerequisites and conditions. POLI A500 will be included as one of five electives, either in Option #1 or Option #2 below.

Bachelor of Arts - Major in Political Science

All candidates for the Bachelor of Arts degree with a major in Political Science must complete 120 credit hours of academic work, including the general education requirements listed below (56-58 hours), either a minor (18 hours) or a cognate (12 hours) (refer to description of minor and cognate under History requirements), and the following major requirements:

1. General Education Requirements.....55-58

A. Knowledge of Human Cultures and the Physical and Natural World37-40

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8
Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas).....9
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required).
5. Humanities (at least two areas)¹.....12
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills15

1. English A101 and A1026
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #5) and other English courses.
2. Oral Communication.....3
(COMM A201, COMM A241)
3. Math/Statistics/Logic6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.
4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility3

1. American Political Institutions.....3
(HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements37

Common Core:

- POLI A121, and A122 or A123, and A201, A301 13
American Government (POLI A368, A461, A463, A465, or A467).....3
International Relations/Comparative Politics (POLI A315, A316, A340, A344, A420, A440, A481, or A487)3
Political Theory (POLI A320, A321, A322, A421, A422, or A423)3
Public Administration (POLI A370, A373, A374, A471, or A472)3

Electives

- Any political science 300-level or above12

For those who qualify, an approved POLI A500-Senior Honors Thesis.

3. Cognate or Minor12-18

- Cognate12

- Minor18

4. Free Electives6-15

Total hours required120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² Requires a 3.5 GPA in major courses and permission of instructor.

POLI A301 should be taken as soon as possible after a political science major attains sophomore status (30 hours).

Political science majors may take up to nine hours of independent study in political science that will count towards the major and six hours in other disciplines for a maximum of 15 hours of independent study.

Minor in Political Science

Requirements:

- POLI A121, A122, or A123.....3

- POLI A301 Scope and Methods of Political Science4
American Government (POLI A368, A461, A463, A465, or A467)....3
International Relations/Comparative Politics (POLI A315, A316, A340, A344, A420, A440, A481, or A487).....3
Political Theory (POLI A320, A321, A322, A421, A422, or A423)....3
Public Administration (POLI A370, A373, A374, A471, or A472)3
Total hours required.....19

Minor in International Studies

Requirements:

Humanities

- (one of the following is required):3

ARTH A105, A106, A312 or A397

A non-US literature course above the 200 level

HSSI A201 Peace Studies

COMM A450 Intercultural Communication

Language 200 level or greater

Anthropology/Geography/Sociology

- (two of the following are required):6

ANTH A102 Understanding Other Cultures

or upper level cultural anthropology course

GEOG A101 Geography of the Developed World,

or GEOG A102 Geography of the Developing World,

or other non-US geography course

SOCY A410 Social Demography

International History:.....3

Any non-US history above the 300 level

International Relations (two of the following are required):6

POLI A122 Introduction to International Relations

or POLI A123 Introduction to Comparative Politics

POLI A315 International Relations

POLI A316 Comparative Politics

POLI A344 International Political Corruption

POLI A420 International Law

POLI A440 Russian and Post-Soviet Foreign Policy

POLI A481 European Integration

POLI A487 Government and Politics of Africa

Total hours required18

Minor in International Relations

Requirements:

POLI A122 Introduction to International Politics or POLI A123

Introduction to Comparative Politics3

Two of the following courses are required6

POLI A340 Conduction and Formulation of US Policy

POLI A440 Russian and Post-Soviet Foreign Policy
 POLI A481 European Integration
 POLI A487 Politics and Governments of Africa

Institutions courses--two of the following are required6

POLI A315 International Politics
 POLI A316 Comparative Politics
 POLI A344 International Political Corruption
 POLI A420 International Law

Elective3

Choose from one additional Regional Studies or Institutions
 Courses from the lists above

Total hours required.....18

Philosophy

Several courses in philosophy are offered. Students contemplating a major in philosophy can complete at least the first two years of a standard curriculum at USC Aiken and transfer to another college to complete their degree. Students may include philosophy as a concentration or component of the BIS program.

Minor in Philosophy

Requirements:

PHIL A102 Introduction to Philosophy3

PHIL A110 Introduction to Formal Logic3

One of the following:3

PHIL A302 Ancient Philosophy
 PHIL A303 17th and 18th Century Philosophy and Science
 PHIL A304 19th and 20th Century Philosophy

Three additional courses:9

Any courses with the PHIL acronym

No more than two of the following courses:

POLI A320 Introduction to Political Theory
 POLI A321 Sexual Politics and Political Theory
 POLI A322 American Political Theory
 PSYC A445 History and Systems of Psychology
 SOCY A496 Sociological Theory

Total hours required.....18

Religious Studies

Several courses in religious studies are offered. Students contemplating a major in religious studies can complete at least their first two years at USC Aiken. Students may include religious studies as a concentration or component in the BIS degree.

Minor in Religious Studies

Requirements:

I. PHIL A102 Introduction to Philosophy3

II. RELG A101, A1036

III. One of the following courses:3

ANTH A352 Anthropology of Magic and Religion
 HIST A341 Religion in America: A Historical Survey
 RELG A301 Introduction to the Hebrew Bible
 RELG A302 Introduction to Early Christian Writings

IV. Two additional courses selected from:6

ENGL A389 Classical Mythology
 ENGL A425 Early America Literature
 HIST A441 Topics in Religious History
 HSSI A201 Peace Studies
 PHIL A211 Contemporary Moral Issues
 PHIL A302 Ancient Philosophy
 PHIL A311 Ethics
 RELG A390 Topics in Religious Studies

Any of the courses listed above in III not taken to fulfill item III

Total hours required.....18

Course Descriptions

History (HIST)

HIST A101 Introduction to World Civilizations to 1750. (3) A survey of the social, economic, cultural, and political development of the major world civilizations of Europe, Asia, Africa, and the Western Hemisphere from prehistory to ca. 1750.

HIST A102 Introduction to World Civilizations Since 1750. (3) A survey of the social, economic, cultural, and political development of the major world civilizations of Europe, Asia, Africa, and the Western Hemisphere from ca. 1750 to present. (HIST A101 is not a prerequisite for HIST A102).

HIST A201 History of the United States to 1865. (3) A general survey of the history of America from the sixteenth century through the Civil War, emphasizing major political, economic, social, cultural, and intellectual developments.

HIST A202 History of the United States from 1865 to the Present. (3) A general survey of the history of America from the Civil War to the present, emphasizing major political, economic, social, cultural, and intellectual developments. (HIST A201 is not a prerequisite for HIST A202.)

HIST A300 The Historian's Craft. (3) (Prereq: Sophomore standing [30 hours] or permission of instructor) An introduction to history as a discipline, emphasizing the development of critical reading, thinking, and writing skills through historiography and primary

source analysis.

- HIST A302 Introduction to the Law. [=POLI A302] (3)** This course will serve as a 3-credit introduction to the basics of trial technique, legal theory, legal history, and case construction. Students who wish to participate in Mock Trial competition must be enrolled in this course their first year of participation; participation in Mock Trial is not required to successfully complete this course.
- HIST A303 Mock Trial Competition. [=POLI A303] (1)** (Prereq: HIST A302 or POLI A302 and consent of the instructor) Students enrolled in this course will learn advanced trial technique, legal theory, legal history, and case construction through participation in USCA's Mock Trial Team. This course is repeatable for credit with the instructor's permission; under normal circumstances, students must have completed last year's mock trial season to be eligible for re-enrollment.
- HIST A319 The Birth of Europe. (3)** A survey of the formation and development of Europe from the 4th to 14th centuries. Emphasis upon the emergence of European culture and the interaction between western Europe and the Byzantine/Islamic East.
- HIST A320 Early Modern Europe, 1300-1789. (3)** A survey of the dynastic, territorial states of Europe from the Renaissance to the French Revolution.
- HIST A321 Modern Europe. (3)** A survey of the development of the modern nation state from the French Revolution to the present.
- HIST A330 Colonial America. (3)** The European migration to America, the founding of the English colonies, the major aspects of colonial life, society, customs, and institutions in the 17th century and the developing maturity and transformation of the colonies in the 18th century.
- HIST A331 The American Revolutionary Era. (3)** The background, causality and unfolding of the Revolutionary Era, the course of the War for Independence, the establishment of the Confederation and the Constitution, and the early development of the new nation to 1815.
- HIST A332 Antebellum America. (3)** The political, economic, social, and cultural development of the United States in the antebellum era, focusing on the rise of an industrial society, the evolution of participative democracy, the rise of "the West," the role of immigration in building America, and the role of reform movements in shaping the United States.
- HIST A334 The Era of Civil War and Reconstruction, 1850-1877. (3)** The political, military and social history of the Civil War era and the reorganization in the United States which followed the war.
- HIST A335 Emergence of Modern America, 1877-1920. (3)** A survey of late nineteenth-century and early twentieth-century United States history with emphasis on the economic, cultural, and resulting political developments from the end of Reconstruction through 1920.
- HIST A338 Contemporary United States. (3)** A history of the United States from the New Deal to the present. Emphasis is placed on social-cultural, economic, military, and political changes resulting from the New Deal, World War II, and the Cold War.
- HIST A340 Survey of African American History. (3)** A topical study of African-American history from colonial times to the present.
- HIST A341 Religion in America: A Historical Survey. (3)** A survey of the historical development of religion in America from the Puritan experience through contemporary religious pluralism.
- HIST A342 Immigration, Race, and Ethnicity in America (3).** An exploration of the major themes and debates in American immigration history. Topics include key migration waves, immigration policy, acculturation and attitudes toward immigrants, shifting constructs of ethnicity and race, and immigration patterns. Methodological issues in researching immigration history will also be explored.
- HIST A345 Early Islamic Civilization. (3)** A survey of the Islamic world from its 7th-century beginnings to the Mongol conquests of the early 15th century. Covers origin and spread of Islam, the political and cultural evolution of the Umayyad and Abbasid states, and developments in Islam beyond the Middle East.
- HIST A346 The Ottoman Empire. (3)** A survey of the Ottoman Empire from 1299-1922. Examines the origins of the Ottoman Empire and its expansion at the expense of the Byzantine empire, the growth of the Ottoman state to its position as the preeminent Islamic Empire, its efforts to maintain its power in its struggle with European imperialism, and its collapse as a result of World War I.
- HIST A347 The Modern Middle East. (3)** The history of the Middle East from World War I to the present. Topics include European colonialism and post-colonialism, Zionism, nationalism, modernization and Westernization, and modern Islamist political movements.
- HIST A351 South Carolina Heritage. (3)** A survey of South Carolina history from its Native American origins to the present. Major topics include the context of its founding, its maturation and "golden age," its role in the Revolution, internal divisions, including slavery, and their resolution, conflicts with the federal government and their climax in war and reconstruction, the slow recovery from these traumas, and the state's gradual modernization.
- HIST A361 Early Latin America: From European Discoveries Through Independence. (3)** The establishment and consolidation of European empires in Central and South America; the formation of political, social, economic, and cultural traditions of Latin America; the struggle for political independence. Satisfies non-Western world studies requirements.
- HIST A362 Modern Latin America: From Independence to the Present. (3)** The consequences of independence; the evolution of Latin America society, culture, economy, and states since independence; the problems of modernization and development from the period of independence to the present. Satisfies non-Western world studies requirements.
- HIST A365 First People of the Americas. (3)** First People of the Americas is a Non-Western 3 credit course that looks broadly at Native Societies and Civilizations across the Americas examining issues such as: The Rise and Fall of Civilizations & Empires, Social & Cultural Developments, Contact and Conquest, Extermination, Assimilation, & Resistance.

HIST A366	Modern East Asia. (3) A survey of the political, social, and economic development of the four major East Asian societies and civilizations, China, Japan, Korea, and Vietnam, from earliest times to the present, with emphasis on the 19 th and 20 th centuries. Satisfies non-Western world studies requirements.	Mediterranean, and the legacy of these daring seafarers.
HIST A370	Introduction to Public History. (3) A survey of the practice of history in non-academic settings -- archives, museums, historic preservation and state and national parks. Also, public historians' methods for interpreting and defining the past using governmental archives, manuscripts, archaeology, and clues from the built environment.	HIST A422 Europe in Crisis. (3) (Prereq: HIST A101 or HIST A102) A study of Europe's history from 1914-1945, including two world wars, the rise of fascism and communism, and economic turmoil.
HIST A371	History of Genocide and Ethnic Cleansing. (3) An examination of mass violence in the twentieth century. The course will look closely at the motives of perpetrators as well as efforts to prevent future violence, beginning with the Ottoman attacks on Armenians during World War I and moving forward to the genocidal violence in Rwanda in the 1990s.	HIST A423 History of Mexico. (3) (Prereq: HIST A101 or HIST A102) A survey of political, social and economic aspects of Mexican history from pre-Columbian times to the present, with an emphasis on modern Mexico. Satisfies non-Western world studies requirements.
HIST A372	History of Illness and Medicine in America. (3) A survey of illness and medicine, disease and health, and faith and healing, broadly defined, in American history, beginning with colonization and ending in the 21st century.	HIST A430 U.S. Constitutional History. (3) (Prereq: HIST A201 or HIST A202) The evolution of constitutional law and interpretations in the context of broader social, religious, cultural, and political changes from the Articles of Confederation to the present.
HIST A374	History of Science. (3) Addresses major revolutions in Western scientific thought from the Copernican Revolution to the present through historical contexts and cultural meanings. Examines interrelationship between science and society (religion, economics, politics, art).	HIST A431 American Patriotism (3). (Prereq: HIST A201 or HIST A202) An examination of the complex history of American patriotism and how it has influenced the nation's public culture since its founding. Themes include connections with nationalism, war, religion, race and ethnicity, gender, education, entertainment, and sport.
HIST A375	History through Film. (3) An exploration of the connection between film and historical events, eras, people, and ideas. Topics will vary.	HIST A436 Issues in African American History. (3) (Prereq: HIST A201 or HIST A202) A detailed examination of several issues in the history of African Americans. This course is intended to follow the more general survey of African American history with in-depth readings of key primary and secondary sources. Completion of HIST A340 is recommended as a background but is not required.
HIST A376	History through Biography. (3) An exploration of a historical event, era, person, or theme through the critical analysis of sources like diaries, memoirs, autobiographies, and biographies. Topics will vary.	HIST A441 Topics in Religious History. (3) (Prereq: HIST A101 or HIST A102.) A detailed examination of particular topics, events, groups of people, or institutions in the context of religion.
HIST A377	Popular Culture and History. (3) An exploration of the relationship between popular culture and history in a particular time, place, or society or through a particular theme. Topics will vary.	HIST A443 Food in World History. (3) (Prereq: HIST A101 or A102) This class examines the significant roles food and cuisines have played in a variety of political and cultural developments, and how historical forces have shaped particular cuisines.
HIST A386	War in the 20th Century. (3) A study of the 20 th century themes of nationalism, totalitarianism, and imperialism. Extensive use of documentaries and feature films illustrate these themes.	HIST A447 The Arab-Israeli Conflict. (3) (Prereq: HIST A101 or HIST A102) Examines the historical origins and development of the current conflict between Israel and the Arab countries, particularly Palestine, from the beginning of political Zionism in the late 19th Century to the present.
HIST A399	Independent Study. (1-6) (Prereq: permission of instructor) Directed independent project.	HIST A448 Islamic Political Movements. (3) (Prereq: HIST A101 or HIST A102) Examines the use of Islamic ideals and rhetoric in political movements from the 19th century to the present, how Islam has been and is used in support of democracy and in efforts to overthrow democratic forms of government. Also, Islamic socialism, fundamentalism in Islamic politics, and reformist, modernizing Islamist politics.
HIST A400	Directed Internship. (3) (Prereq: Junior and Senior Standing) Supervised professional, applied experience in field of history. May be repeated for a maximum of 6 credit hours. A signed contract is required.	HIST A451 Issues in South Carolina History. (3) (Prereq: HIST A201 or HIST A202) A detailed examination of some of the forces, personalities, and events that have shaped South Carolina from its founding in 1670 to the present. Completion of HIST A351 is recommended as background.
HIST A420	Nationalism in Europe. (3) (Prereq: HIST A101 or HIST A102) An investigation of the origins and spread of nationalism, as both an idea and a political movement, since the French Revolution.	HIST A464 American Women's History. (3) (Prereq: HIST A201 or HIST A202) Topical and chronological study of women's lives and roles as social, cultural, religious, and political actors from the colonial
HIST A421	Vikings. (3) (Prereq: HIST A101 or HIST A102) Survey of the "Viking Age," roughly c. 780 - 1070, that examines the roles of geography, economics, and seafaring skills in the launch and success of the Viking movement; the differing impacts of this diaspora on Eastern and Western Europe, the British Isles, the North Atlantic and the	

period to the present.

- HIST A474 Issues in Environmental History. (3)** (Prereq: HIST A101 or HIST A102) Topical, geographical, and chronological study of environmental history. Examines human interaction with the natural world, questions of sustainability, aesthetics, urbanization, industrialization, conservation, and environmentalism.
- HIST A492 Non-Western Topics. (3)** Topics selected will satisfy the non-Western world studies general education requirements.
- HIST A493, A494, A495 Topics in History. (3)** Reading and study of selected historical subjects. To be offered as a regular lecture/discussion course on a "demand basis" only.
- HIST A499 Senior Capstone. (3)** (Prereq: Senior standing; department chair permission) An individual writing project under faculty supervision.
- HIST A599 Advanced Topics in History. (3-6)** Reading and research on selected historical topics. Course content varies and will be announced in the schedule of classes by specific title.

Political Science (POLI)

- POLI A121 Introduction to Politics. (3)** Overview of politics and the study of government, focusing on theory, behavior, and institutions in the distribution and use of power among a group of people. This course is open to all students, but political science majors are encouraged to take this course as soon as possible after they enter the program.
- POLI A122 Introduction to International Relations. (3)** A survey course of international politics introducing the concepts and tools of the field with exposure to the unfolding events of world politics. Satisfies non-Western world studies requirements.
- POLI A123 Introduction to Comparative Politics. (3)** An introductory comparative politics course focusing on economically developing countries. This course explores political, constitutional and other evolving governance issues in selected case studies. Satisfies non-Western world studies requirements.
- POLI A201 American National Government. (3)** The formation and development of the national government, its organization, and powers.
- POLI A301 Scope and Methods of Political Science. (4)** (Prereq: Sophomore standing [30 hours]) A survey of the methods for drawing descriptive and causal inferences in political science. The course emphasizes philosophy of science and the role of empirical research in the study of politics. Includes a laboratory.
- POLI A302 Introduction to the Law. [=HIST A302] (3)** This course will serve as a 3-credit introduction to the basics of trial technique, legal theory, legal history, and case construction. Students who wish to participate in Mock Trial competition must be enrolled in this course their first year of participation; participation in Mock Trial is not required to successfully complete this course.
- POLI A303 Mock Trial Competition. [=HIST A303] (1)** (Prereq: HIST A302 or POLI A302 and consent of the instructor) Students enrolled in this course will learn advanced trial technique, legal theory, legal history, and case construction through participation in USCA's Mock Trial Team. This course is repeatable for credit with the instructor's permission; under normal circumstances, students must have completed last year's mock trial season to be eligible for re-enrollment.
- POLI A315 International Relations. (3)** A study of the major political-diplomatic practices and ideas relevant to international relations and foreign policy choices.
- POLI A316 Comparative Politics. (3)** Comparative approaches to political systems, behavior, and institutions.
- POLI A320 Introduction to Political Theory. (3)** Introductory survey of the history of political ideas, emphasizing primary texts and exploring interpretive methods.
- POLI A321 Gender Politics and Political Theory. (3)** Historical development of gender theory and contemporary debates within gender politics.
- POLI A322 American Political Theory. (3)** Comprehensive survey of questions in political theory surrounding the Constitution, from the founding to the contemporary period.
- POLI A340 The Conduct and Formulation of United States Foreign Policy. (3)** An analysis of how contemporary United States foreign policy is made and conducted.
- POLI A344 International Political Corruption. (3)** This course will deal with political corruption as it pertains to democratization, political change, electoral processes, voting, and the formation of government policy and behavior.
- POLI A352 Judicial Politics. (3)** A study of the legal process and judicial structure, judicial decision-making, political influences on the legal system, and the role of the courts in our political system. Contemporary issues used to explore the court's role as policy-maker and to observe evolution in the law.
- POLI A353 Gender and the Law. (3)** A study of case law which affects gender roles and status in the areas of civil rights, family, employment, and sexuality. The emphasis of the course is on the impact of law on political, social, and private relations, and on the potential of the law to stimulate change in these and other areas.
- POLI A368 Public Opinion, Interest Groups and Parties. (3)** An analysis of American public opinion including how opinion is formed and influences public policies through interest groups, parties, and elections.
- POLI A370 Introduction to Public Administration. (3)** A study of the basic principles and theory of administrative structure, responsibility, and control in relation to policy-making in the modern state.
- POLI A373 Women and Public Policy. (3)** Examination of how public policy affects women. A number of policy areas will be covered, including both a historical perspective and current issues. Focus is on the United States.
- POLI A374 Introduction to Public Policy. (3)** Examination of social, political, and technical forces in policy-making. Various theories of public policy as well as selected policy areas are covered. Current policy issues will also be included and integrated into the

larger theories of decision-making.

- POLI A399A Independent Study. (Political Science) (1-6)** (Prereq: permission of instructor) Directed independent project.
- POLI A399B Independent Study. (International Studies) (1-6)** (Prereq: permission of instructor) Directed independent project.
- POLI A420 International Law. (3)** Examines the origins, development, and principles of public international law; its development into new fields such as human rights and the environment; and its application in the settlement of international disputes.
- POLI A421 Classical Political Theory. (3)** Advanced survey of the political tradition of the ancient and medieval worlds, from ancient Greece to the Renaissance.
- POLI A422 Modern Political Theory. (3)** Advanced survey of modern and contemporary political theory, from the Reformation to today.
- POLI A423 Movements in Political Theory. (3)** Examination of how major movements in political theory (critical theory, liberalism, Marxism, Straussianism, structuralism) interpret the Western tradition and contemporary problems.
- POLI A431 Constitutional Law. (3)** A study of the development of Constitutional law from the Reconstruction to the present with special emphasis on the role of the Supreme Court regarding individual rights and liberties.
- POLI A440 Russian and Post-Soviet Foreign Policy. (3)** This course examines the growth of multiple foreign policy trajectories in Russia and the other fourteen former Soviet Republics since 1991. Issues of security, geopolitical orientation, identity and foreign policy will be highlighted, as will non-traditional security threats.
- POLI A458 South Carolina and State and Local Politics. (3)** Using South Carolina as a point of departure, a comparative analysis of the powers, organization, problems, processes, and programs of state and local politics.
- POLI A461 Congressional Politics. (3)** A study of the structure, organization, powers, functions, problems, and politics of the American Congress.
- POLI A463 Presidential Politics. (3)** A study of the organization, powers, roles, problems, and politics of the American Presidency.
- POLI A465 Political Psychology. (3)** An examination of government and politics, focusing on the individual as the primary unit and using the theories of psychology to understand political behavior.
- POLI A467 The American Election. (3)** Explores American federal elections, emphasizing the interplay of institutions and behavior with special emphasis on current elections.
- POLI A471 Public Financial Administration. (3)** Principles and practices of financial administration, including organization, budgeting, assessment, treasury management, and debt.
- POLI A472 Public Personnel Management. (3)** Fundamental principles of personnel organization and administration, including an analysis of personnel techniques.

- POLI A481 European Integration. (3)** This course provides an overview of the formation of the European union and examines how the EU works. It analyzes issues such as sovereignty, the introduction of the common currency, the creation of a European identity, immigration policy, the Brexit, and migration issues.
- POLI A487 Politics and Governments of Africa. (3)** Political developments, processes and institutions of selected African states. Satisfies non-Western world studies requirements.
- POLI A492 Non-Western Topics. (3)** Topics selected will satisfy the non-Western world studies general education requirement.
- POLI A493 Special Topics. (3)**
- POLI A494 Special Topics. (3)**
- POLI A500 Senior Honors Thesis. (3)** An individual research and writing project under faculty supervision. Must have senior standing; 3.0 overall GPA; 3.5 GPA in political science courses; permission of instructor.

Philosophy (PHIL)

- PHIL A102 Introduction to Philosophy. (3)** An introduction to the main problems of philosophy and its methods of inquiry, analysis, and criticism. Works of important philosophers will be read.
- PHIL A110 Introduction to Formal Logic. (3)** The nature of arguments, fallacies, criteria, and techniques of valid inductive and deductive inference; applications.
- PHIL A211 Contemporary Moral Issues. (3)** (Prereq: PHIL A102 or permission of instructor) Moral issues confronting men and women in contemporary society. Topics will vary but may include discussion of problems related to abortion, euthanasia, war, punishment of criminals, poverty, race relations, sexual equality, and ecology.
- PHIL A302 Ancient Philosophy. (3)** (Prereq: PHIL A102 or permission of instructor) An introduction to the development of philosophy in the ancient world through the study of the works of representative philosophers focusing on Plato and Aristotle.
- PHIL A303 Seventeenth and Eighteenth Century Philosophy and Science. (3)** (Prereq: PHIL A102 or permission of instructor) An examination of the development of modern philosophy. Special attention is given to the Scientific Revolution and to the interaction of philosophy, religion, and science.
- PHIL A304 Nineteenth and Twentieth Century Philosophy. (3)** (Prereq: PHIL A102 or permission of instructor) An introduction to principal movements of Western philosophy since 1800 through study of significant philosophers. Movements studied may include Idealism, Marxism, Pragmatism, Existentialism, Hermeneutics, and Analytical Philosophy.
- PHIL A311 Ethics. (3)** (Prereq: Sophomore or higher class standing) A study of the principles of moral conduct and of the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts. Study will include analysis of

cases, literature, and film to elicit moral response and argument.

- PHIL A312 Philosophy and Science. (3)** (Prereq: PHIL A102 or permission of instructor) This course introduces students to the intersection between science and philosophy. Topics include the analysis of scientific inference (induction) and the methods and theories contributed by science to our understanding of the world. Questions explored include the following: Can we justify claims made by scientific theories? What counts as scientific "truth?" What are "laws of nature" and how are they "discovered?" The course also addresses questions that both philosophers and scientists pursue through interdisciplinary exchange in the classroom.
- PHIL A325 Engineering Ethics. (3)** An investigation of ethical issues in engineering and engineering-related technology. Topics include whistle-blowing, employee/employer relations, environmental issues, issues related to advances in information technology, and privacy.
- PHIL A350 Philosophy of the Animal. (3)** A study of animality in relation to human nature and human culture. Includes an exploration of human representations of animals in religion, art, and literature. Animal ethics will also be discussed.
- PHIL A390 Topics in Philosophy. (3)** (Prereq: PHIL A102 or permission of instructor) Reading and study of selected topics in philosophy.
- PHIL A399 Independent Study. (1-6)** (Prereq: consent of instructor) Supervised individual studies in philosophy.

Religion (RELG)

- RELG A101 Biblical History and Literature. (3)** A brief introduction to contemporary study of the Bible; its historical background, writing, and transmission; its principal persons, events and ideas, and their significance for the present time.
- RELG A103 Comparative Religion. (3)** A study of the major religions of the world in traditional and contemporary settings: including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Satisfies non-Western world studies requirements.
- RELG A301 Introduction to the Hebrew Bible. (3)** A critical study of the literature of the Hebrew Bible (Old Testament in English translation), emphasizing its historical development and meaning in the life of ancient Israel.
- RELG A302 Introduction to Early Christian Writings. (3)** A historical and critical study of the origin, structure, and transmission of early Christian writings, including the New Testament, and their meaning in the life and thought of the early Church; emphasis is placed on the life, teaching, and significance of Jesus and Paul—both for their day and for ours.
- RELG A390 Topics in Religious Studies. (3)** Reading and study of selected topics in religious studies.
- RELG A399 Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.

Department of Languages, Literatures And Cultures

Dr. Andrew Geyer, *Department Chair*

Associate Professors

- Timothy Ashton** (Hispanic Studies),
Ph.D., Ohio State University
Coordinator of Languages, Literatures and Cultures
- Karl L. Stenger** (German),
Ph.D., Ohio State University

Assistant Professors

- Stephanie Orozco** (Spanish),
Ph.D., University of South Carolina
- Francisco Puerto Urena** (Spanish),
Ph.D., University of Wisconsin

Instructors

- Brian Boomhower** (French),
M.A., University of South Carolina
- Kelsey Ihinger** (Spanish and Portuguese),
Ph.D., University of Wisconsin

Professor Emeritus

- Stanley F. Levine** (French/Latin),
Ph.D., Stanford University

Department Mission Statement

The Department of Languages, Literatures and Cultures promotes an awareness and an appreciation of and a respect for other cultures through language acquisition and stimulates students' perspectives and knowledge of other countries, other traditions, and other practices. The department strives to improve the communication skills, at all levels, of the students by encouraging them to explore and understand the linguistic and cultural parameters of diverse populations and by helping them to think analytically and systemically about the importance of languages. Moreover, students will gain academic enrichment through knowledge of a diversity of cultures in any given society.

The department offers a range of second-language courses, from linguistics to literature to culture and civilization in French, Spanish, and German and in introductory courses in Latin and Italian. In addition, USC Aiken students can opt to minor in Spanish. The Department of Languages, Literatures and Cultures focuses on the communicative approach to second-language acquisition.

The Department of Languages, Literatures and Cultures promotes study abroad as a viable and documented means by which students learn the nuances and linguistic differences of the targeted second language through active and total immersion in the country where the language being studied is utilized as the primary means of communication.

Introductory Languages, Literatures and Cultures Sequence Goals

Students will acquire and demonstrate listening, speaking, reading, and writing skills at the introductory level of the target language consistent with national standards for language education. Students will also acquire and demonstrate knowledge of the culture and practices associated with the target language.

Languages, Literatures and Cultures Placement (French, German, Italian, Latin, and Spanish)

- Students beginning to study a new language enroll in A101.
- Students enrolling in a second language that they have previously studied (whether in high school or college) will be placed at the appropriate level based on previous second-language courses and grades.
- Students who place in A210 or in any of the second-language courses above A210 that are listed below and pass the course with a grade of C or better will have fulfilled USC Aiken's second-language requirement. Students who transfer courses equivalent to A210 or those listed below will have fulfilled USC Aiken's second-language requirement. Credit will be assigned only for the course the student passed or transferred with a C or better.

FREN: A300, A301, A302, A303, A305, A306, A307

GERM: A300, A301, A303, A305

SPAN: A303, A308, A316, A317, A318, A319, A320, A321, A340, A426, A488

Waiver of Languages, Literatures, and Cultures Requirement for Bilingual Speakers

Students whose native language is other than English, and who have scored either a 500 or greater on the TOEFL paper-based test (PBT) or a 61 or higher on the TOEFL internet-based test (IBT) or at least a 5.5 on the International English Language Testing System (IELTS 47 PTE Academic) are exempt, without credit, from USC Aiken's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement. All exemptions must be approved by the Chair of the Languages, Literatures, and Cultures Department and the department chair/dean of the student's degree program. The department encourages exempt students to use electives to pursue other language and cultural studies.

Tutoring Services

The department provides student-tutoring services for introductory French, German, and Spanish classes. For more information, contact the Department of Languages, Literatures and Cultures.

Minor in Spanish Language, Literatures, and Cultures

Language Component.....	6
SPAN A316 Conversation and Composition (Prereq: SPAN A210)	
SPAN A317 Advanced Spanish Conversation and Composition (Prereq: SPAN A210)	
Literature Component.....	6
SPAN A320 Survey of Latin American Literature (Prereq: SPAN A316 or A317)	
SPAN A340 Survey of Peninsular Literature (Prereq: SPAN A316 or A317)	
Culture Component.....	6
SPAN A303 Latin American Culture and Civilization (Prereq: SPAN A316 or A317)	
SPAN A319 Spanish Peninsular Culture and Civilization (Prereq: SPAN A316 or A317)	
Total hours required.....	18

Add-On Teacher Certification in Spanish

Students can earn certification in Spanish through the "add-on" certification process. Initially certified individuals who complete 18 hours of electives in Spanish (A210 and above) and pass the content area of the PRAXIS II exam can qualify for certification in Spanish. Students should consult with the Spanish program coordinator or the Dean of the School of Education concerning specific requirements for add-on certification in Spanish.

Course Descriptions

Introductory language courses are sequential (A101, A102, A210); each lower numbered course is a prerequisite for the next one in the sequence. For entrance into any course except A101, the student must have taken the previous course or have placed into that level. It is not permissible for a student to enroll in one of the above courses with a lower number than any other course in that language which the student has successfully completed with a grade of C or better. (For example, enrolling in A101 after completing A102 with a grade of C or better will not be allowed.)

Courses taught in translation (such as FREN A388, FREN A398, GERM A398, or SPAN A388) do not have a language prerequisite and cannot be used to satisfy the language requirement.

French (FREN)

- FREN A101 Beginning French. (4)** (Prereq: Open to students who have not studied French previously or who place into this course) Study of the fundamentals of the language to develop an ability to read, write, speak, and understand spoken French at the most basic level as well as to be aware of cultural contexts.
- FREN A102 Continuing French. (4)** (Prereq: Grade of C or better in FREN A101 or by placement) Continuation

of Beginning French with more intense practice in reading, writing, understanding and analyzing spoken French at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where French is spoken will also be included.

FREN A210 Intermediate French. (4) (Prereq: Grade of C or better in FREN A102 or by placement) Students will develop proficiency in French at the Intermediate High level or above through the use and intense practice of multiple linguistic skills. Among these skills are sustaining and concluding a conversation in French on controversial topics, debating opinions, writing analytical paragraphs based on a movie and/or a newspaper article, and understanding native speech articulated at the normal pace. Emphasis will also be placed on knowledge of the cultural constructs in which French is spoken as well as on the geographic region in which this language is spoken.

FREN A300 Conversation and Composition. (3) (Prereq: FREN A210 or by placement) Intensive oral-aural practice in conversational French with emphasis on spontaneous discourse in French, on pronunciation and fluidity, on critical analysis and interpretation of short monographic texts in French, and on the techniques of writing basic compositions, utilizing diverse tenses and advanced vocabulary.

FREN A301 Advanced Conversation and Composition. (3) (Prereq: FREN A210 or by placement) Intensive study of conversations and written French using the multi-skills approach and on the techniques of writing extemporaneous, anecdotal, humorous, descriptive, and controversial compositions using expanded vocabulary and advanced tenses and moods in French.

FREN A302 French Culture and Civilization. (3) (Prereq: FREN A300 or A301, or permission of instructor) Intensive study of the cultures and civilization of France from the Gauls, Romans, and Gallo-Roman civilization to the varied cultures which have combined to form modern France. Study of France's economic power, technological achievements, diplomatic presence, art, music, literature, film and cuisine, and its role in the evolving European union. Appreciation of the contemporary international influence of France in the economic, technical, diplomatic, and artistic realms.

FREN A303 Francophone Culture and Civilization. (3) (Prereq: FREN A300 or A301, or permission of instructor) Intensive study of the cultures and civilizations of the francophone world, concentrating on the evolution of diverse cultures and their impact on present-day France. Exploration and discussion of the hybrid cultures which have evolved in these diverse areas resulting from the contact between the indigenous populations and the French settlers, French education, and social structure. A comparison between Haiti, the world's first Black republic, and other Caribbean islands which have remained part of France with African countries which emerged in the last fifty years. The development in North Africa (e.g. Algeria) of an original culture melding Berber, Roman, Arabic, and French influences, with reference to Algerian history, music, art, and literature, as well as its contemporary impact on French culture. French

communities in Louisiana, New England, and Canada with an introduction to the study of Cajun/Creole French and its concomitant influence on the contemporary culture (food, music, art, etc.) of Louisiana and the rest of the U.S.

FREN A305 Survey of French Literature. (3) (Prereq: FREN A300 or A301, or permission of instructor) Reading, discussion, study, and analysis of selected representative literature from French writers from the Middle Ages up to the present. Special attention will be given to the development of critical skills for literary analysis.

FREN A306 Survey of Non-Western French Literature. (3) (Prereq: FREN A300 or A301, or permission of instructor) Reading, discussion, and study of selected representative literature by French-language writers. Focus on the writings and cultures of the French Caribbean, French West Africa, North Africa, Southeast Asia, and the Indian Ocean - countries such as Algeria, Tunisia, Senegal, Mali, the Democratic Republic of the Congo, Vietnam, Martinique, and Guadeloupe.

FREN A307 Women in France and the Francophone World. (3) (Prereq: FREN A300 or A301, or permission of instructor) Study of the role of women in France from the Middle Ages to the present and in the Francophone world of independent, mostly third-world French-speaking communities, as reflected in selected writings, films, and music, as well as relevant magazine articles and press reports, by and about women. Discussion of the political, economic, and social status of women, conflicts between modernization and tradition, empowerment and subservience, autonomy and community, patriarchy and equality.

FREN A388 Selected Non-Western Topics in Translation. (3) (Prereq: ENGL A102) Intensive study of selected topics of the non-Western French-speaking world (Africa, Asia, the Caribbean), with specific topics announced for each offering of the course. May be repeated with permission of instructor. Cannot be used to satisfy the language requirement. No previous knowledge of French necessary. (Satisfies the non-Western world studies requirement.)

FREN A397 The French Film Experience. (3) An introduction to the rich and varied French cinema with emphasis on the New Wave, *film noir*, historical, epic, and psychological drama. Will also consider recent experiments in post-modern, absurd or fantasy movies of the last decade. Includes one or more films from Africa. Films will be in French with English subtitles. Taught in English. No prior knowledge of French required.

FREN A398 Selected Topics in Translation. (1-4) (Prereq: ENGL A102) Intensive studies in selected authors or literary movements of France and the French-speaking world, with specific topics announced for each semester/year. May be repeated for credit with permission of instructor.

FREN A399 Independent Study. (1-6) (Prereq: permission of instructor)

German (GERM)

- GERM A101 Beginning German. (4)** (Prereq: Open to students who have not studied German previously or who place into this course) Study of the fundamentals of the language to develop an ability to read, write, speak, and understand spoken German at the most basic level as well as to be aware of cultural contexts.
- GERM A102 Continuing German. (4)** (Prereq: Grade of C or better in GERM A101 or by placement) Continuation of Beginning German with more intense practice in reading, writing, understanding, and analyzing spoken German at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where German is spoken will also be included.
- GERM A210 Intermediate German. (4)** (Prereq: Grade of C or better in GERM A102 or by placement) Students will develop proficiency in German at the Intermediate High level or above through the use and intense practice of multiple linguistic skills. Among these skills are sustaining and concluding a conversation in German on controversial topics, debating opinions, writing analytical paragraphs based on a movie and/or a newspaper article, and understanding native speech articulated at the normal pace. Emphasis will also be placed on knowledge of the cultural constructs in which German is spoken as well as on the geographic region in which this language is spoken.
- GERM A300 Conversation and Composition. (3)** (Prereq: GERM A210 or by placement) Intensive oral-aural practice in conversational German with emphasis on spontaneous discourse in German, on pronunciation and fluidity, on critical analysis and interpretation of short monographic texts in German, and on the techniques of writing basic compositions, utilizing diverse tenses and advanced vocabulary.
- GERM A301 Advanced German Conversation and Composition. (3)** (Prereq: GERM A210 or by placement) Intensive study of conversation and written German using the multi-skills approach and on the techniques of writing extemporaneous, anecdotal, humorous, descriptive, and controversial compositions using expanded vocabulary and advanced tenses and moods in German.
- GERM A303 German Culture and Civilization. (3)** (Prereq: GERM A300 or A301, or consent of instructor) Intensive study of the Germanic cultures and civilizations, concentrating on the evolution of High and Low German; the development of the conditions that led to the downfall of the Berlin Wall; the current immigration into Germany by a variety of people, particularly from East Germany; world-changing issues like the Holocaust; and the current and traditional impact of German economic power on other European countries and on the USA.
- GERM A305 Survey of German Literature. (3)** (Prereq: GERM A300 and A301, or by placement) Reading, discussion, study, and analysis of selected representative literature from German writers beginning from Middle Ages up to the present. Special attention will be given to the development of critical skills for literary analysis.

- GERM A395 Selected Topics. (1-4)** (Prereq: GERM A210, or permission of instructor, or by placement exam) Intensive study of selected topics of German and the German-speaking world, with specific topics announced for each offering of the course.
- GERM A397 German Film. (3)** (Prereq: ENGL A102) The course investigates how post WWII German filmmakers deal with the Nazi past and the Third Reich. In addition, films by the most important contemporary German filmmakers (Fassbinder, Schloendorff, Herzog, Wenders, etc.) will be analyzed. Films will be in German with English subtitles or dubbed. Taught in English. No prior knowledge of German is required. Satisfies the humanities requirement.
- GERM A398 Selected Topics in Translation. (1-4)** (Prereq: ENGL A102) Intensive studies in selected authors or literary movements of the German speaking countries. Specific topics to be announced each semester/year. May be repeated with permission of instructor.
- GERM A399 Independent Study. (1-6)** (Prereq: permission of instructor)

Italian (ITAL)

- ITAL A101 Beginning Italian. (4)** (Prereq: Open to students who have not studied Italian previously or who place into this course) Study of the fundamentals of the language to develop an ability to read, write, speak, and understand spoken Italian at the most basic level as well as to be aware of cultural contexts.
- ITAL A102 Continuing Italian. (4)** (Prereq: Grade of C or better in ITAL A101 or by placement) Continuation of Beginning Italian with more intense practice in reading, writing, understanding, and analyzing spoken Italian at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where Italian is spoken will also be included.

Latin (LATN)

- LATN A101 Beginning Latin. (4)** (Prereq: Open to students who have not studied Latin previously or who place into this course) Study of the fundamentals of the language at the most basic level with an emphasis on reading Latin as well as enriching one's English vocabulary and examining the cultural context of Latin (e.g., Roman way of life, art, architecture, history, literature, etc.). The evolution of modern European languages from Latin will also be studied.
- LATN A102 Continuing Latin. (4)** (Prereq: Grade of C or better in LATN A101 or by placement) Continuation of Beginning Latin with more intense practice in reading, writing, understanding, and analyzing Latin at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where Latin was developed will also be included.
- LATN A210 Intermediate Latin. (4)** (Prereq: Grade of C or better in LATN A102 or by placement) Students will develop proficiency in Latin at the Intermediate High

level or above through the use and intense practice of multiple linguistic skills. Emphasis will also be placed on knowledge of the historical constructs in which Latin was used and on the geographic regions in which this language was developed.

Spanish (SPAN)

SPAN A101 Beginning Spanish. (4) (Prereq: Open to students who have not studied Spanish previously or who place into this course) Study of the fundamentals of Spanish to develop an ability to read, write, speak, and understand spoken Spanish at the most basic level as well as to be aware of cultural contexts.

SPAN A102 Continuing Spanish. (4) (Prereq: Grade of C or better in SPAN A101 or by placement) Continuation of Beginning Spanish with more intense practice in reading, writing, understanding, and analyzing spoken Spanish at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where Spanish is spoken will also be included.

SPAN A130 Accelerated Continuing Spanish. (4) (Prereq: by placement only) Prerequisite assumes prior experience in Spanish. Admission by placement only. Upon successful completion of this course, students will receive a 4-hour credit equivalent to SPAN A102 only. An accelerated study of the fundamentals of Spanish to develop an ability to read, write, speak, and understand spoken Spanish at the most basic level as well as to be aware of cultural context. Students will move on to a more intense practice in reading, writing, understanding, and analyzing spoken Spanish at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where Spanish is spoken will also be included.

SPAN A210 Intermediate Spanish. (4) (Prereq: Grade of C or better in SPAN A102 or SPAN A130, or by placement) Students will develop proficiency in Spanish at the Intermediate High level or above through the use and intense practice of multiple linguistic skills. Among these skills are sustaining and concluding a conversation in Spanish on controversial topics, debating opinions, writing analytical paragraphs based on a movie and/or a newspaper article, and understanding native speech articulated at the normal pace. Emphasis will also be placed on knowledge of the cultural constructs in which Spanish is spoken as well as on the geographic regions in which this language is spoken.

SPAN A303 Latin American Culture and Civilization. (3) (Prereq: SPAN A316 and A317, or by placement) Study of the religious, historical, political, social, and economic organizations of the three important pre-Colombian tribes and an analysis of the impact that these cultural entities have had on contemporary Latin American Culture and Civilization. Study of the cultural changes caused in Latin America by the conquest. Study of the impact of western capital investments on Latin America and, finally, an analysis of current Latin American-USA relationships, emphasizing historical and contemporary US military interventions in Latin America. Satisfies the Non-Western world studies

requirement.

SPAN A308 Art, Literature and Film of U.S. Latinos. (3) (Prereq: SPAN A316 and A317, or consent of instructor) Reading, study, and analysis of selected visual art, literature, and film by US Latinos from the many Latino communities of the USA, such as Dominicans, Puerto Ricans, Mexicans, and Cubans. Emphasis will be placed on contemporary representative works of each of the above genres and on discussions and analysis of the selected works.

SPAN A312 Spanish for Medical Personnel. (3) This course will enable pre-med students, nurses, doctors, and other health-care professionals to communicate effectively with the Latino patient, in and out of the United States, in the course of their daily work. The course will prioritize communicative skills in Spanish through the use of diverse and contemporary second-language acquisition pedagogy, including personalized questions/answers, focused role-play, translation and interpretation exercises, and technology-based activities. May be taught as a ten-to-twelve-day immersion course during the regular semester, including Maymester, or during the summer or spring breaks. Cannot be used to fulfill second-language requirements.

SPAN A313 Spanish for Teachers. (3) This course will present to elementary and secondary student-teachers and regular full-time teachers specialized vocabulary, grammar, and cultural information that will allow them to communicate effectively with the Latino students and their parents in the course of their interaction. This course will emphasize communicative skills and realistic role-playing activities that will focus on everyday classroom vocabulary, on social/personal situations that enhance the learning environment, and on familial constructs that address the issue of communication between the teacher and the Latino student. May be taught as a ten-to-twelve-day immersion course during the regular semester, including Maymester or during the summer or spring breaks. Cannot be used to fulfill second-language requirements.

SPAN A314 Spanish for Public Service. (3) This course develops oral and aural proficiency in public service-related interactions where Spanish is the principal means of communication through practical situations and role-playing. The course studies multicultural awareness and understanding of Latino attitudes. May be taught as a ten-to-twelve-day immersion course during the regular semester, including Maymester, or during the summer or spring breaks. Cannot be used to fulfill second-language requirements.

SPAN A315 Spanish for Business and Finance. (3) Study of grammar, culture and specialized vocabulary that professionals in business, commerce, and finance will need to be able to communicate effectively with the Latino community, in and out of the United States, as they fulfill their daily work-related obligations. The course will emphasize communicative skills in the Spanish language and will include a variety of pedagogical strategies, such as personalized questions, cultural role-play, translation and interpretation exercises, and technology-based activities all designed to enhance the participant's knowledge of functional Spanish for business. May be taught as a ten-to-twelve-

day immersion course during the regular semester, including Maymester, or during the summer or spring breaks. Cannot be used to fulfill second-language requirements.

- SPAN A316 Conversation and Composition. (3)** (Prereq: SPAN A210 or by placement) Intensive oral-aural practice in conversational Spanish with emphasis on spontaneous discourse in Spanish, on pronunciation and fluidity, on critical analysis and interpretation of short monographic texts in Spanish, and on the techniques of writing basic compositions, utilizing diverse tenses and advanced vocabulary.
- SPAN A317 Advanced Spanish Conversation and Composition. (3)** (Prereq: SPAN A210 or by placement) Intensive study of conversation and written Spanish using the multi-skills approach and the techniques of writing extemporaneous, anecdotal, humorous, descriptive, and controversial compositions using expanded vocabulary and advanced tenses and moods in Spanish.
- SPAN A318 Spanish Linguistics. (3)** (Prereq: any SPAN A300 level course) Introduction to Spanish linguistics. Emphasis on phonology, pronunciation, semantics, and syntax. The historical, regional, and social variations of the Spanish language and their practical and global applications will be studied and analyzed.
- SPAN A319 Spanish Peninsular Culture and Civilization. (3)** (Prereq: SPAN A316 and A317, or by placement) Study of the different cultures of Spain, beginning with the Iberian tribes and continuing with the Romans, the Visigoths, the Arabs, and up to the contemporary culture and civilization. Study of the impact that these different cultures have on Spanish traditional and contemporary culture. Study of the classical and contemporary art of Spain and its major national and international influences.
- SPAN A320 Survey of Latin American Literature. (3)** (Prereq: SPAN A316 or A317, or by placement) Reading, discussion, and study in all literary genres of selected representative works of Latin American writers, beginning from the pre-Columbia period up to the late nineteenth century. Special emphasis will be given to the development of critical skills for literary analysis.
- SPAN A321 Survey of Latin American Literature II. (3)** (Prereq: SPAN A316 and A317, or by placement) Reading, discussion, and study of selected representative works of Latin American writers, beginning from the late nineteenth century up to the present. Special emphasis will be given to the development of critical skills for literary analysis.
- SPAN A340 Survey of Peninsular Literature. (3)** (Prereq: SPAN A316 or A317, or by placement) Reading, discussion, and study in all literary genres of selected representative works of Spanish Peninsular literature, beginning from the Middle Ages up to the present. Special emphasis will be given to the development of critical skills for literary analysis.
- SPAN A380 Hispanic Cultures and Identities. (3)** (Prereq: ENGL A102) Taught in English. Course explores the development of contemporary Latin American worldviews and identity by focusing on the various contributions of indigenous, European, and African peoples to the sense of identities and cultural traditions in the Americas. This course does not

apply towards a Spanish minor. Cannot be used to satisfy the language requirement. (Satisfies the non-Western world studies requirement.)

- SPAN A388 Selected Non-Western Topics in Translation. (1-4)** (Prereq: ENGL A102) Taught in English. An intensive, critical study of selected topics in literature, culture, and civilization. Topics will address primarily Latin American issues. Specific topics will be announced each semester. May be repeated with permission of instructor. Cannot be used to satisfy language requirement. (Satisfies the non-Western world studies requirement.)
- SPAN A397 Hispanic Film. (3)** (Prereq: ENGL A102) The course will be taught in English and the films will have English subtitles. An introduction to Hispanic film with emphasis on its artistic, social, political, and cultural contexts. Students will analyze a variety of classic and contemporary films from Latin America, Spain, and the United States. (Satisfies the non-Western world studies requirement)
- SPAN A399 Independent Study. (1-6)** (Prereq: permission of instructor)
- SPAN A426 Afro-Hispanic Literatures. (3)** (Prereq: ENGL A102) The course is an interdisciplinary approach to the confluence of African and Hispanic cultures in the Caribbean and continental regions. Readings and discussion of works in their cultural, historical, literary, and socioeconomic context. (Satisfies the non-Western world studies requirement).
- SPAN A488 Selected Non-Western Topics. (1-4)** (Prereq: SPAN A316 or SPAN A317, or permission of instructor) An intensive study of classical and contemporary Latin American topics in language, literature, literary theory, and culture and civilization. Topics will be announced in advance. (Satisfies the non-Western world studies requirement.)
- SPAN A498 Selected Topics. (1-4)** (Prereq: SPAN A309 or permission of instructor) An intensive study of selected topics in literature, language, culture, civilization, and theory. Specific topics will be announced each semester.

Department of Sociology

Dr. Christine Wernet, *Department Chair*

Professor

Christine Wernet (Sociology),
Ph.D., University of Akron

Associate Professors

DeAnna L. Gore (Sociology),
Ph.D., Florida State University

Melencia Johnson (Sociology),
Ph.D., Southern Illinois University, Carbondale

Philip B. Mason (Sociology),
Ph.D., Mississippi State University

Michelle A. Petrie (Sociology),
Ph.D., University of Georgia

Linda Qingling Wang (Geography),
Ph.D., University of Wisconsin

Assistant Professors

Timothy McClure (Sociology),
Ph.D., Mississippi State University

William H. Westermeyer (Anthropology),
Ph.D., University of North Carolina at Chapel Hill

Distinguished Professors Emeriti

Barbara E. Johnson (Sociology),
Ph.D., Ohio State University

Raymond M. Weinstein (Sociology),
Ph.D., University of California at Los Angeles

Professor Emeritus

John L. Beth, Jr. (Anthropology, Sociology),
Ph.D., Universidad Interamericana

Department Mission Statement

The mission of the Department of Sociology is to provide students with an understanding of social science theories, concepts, and methods leading to an ability to collect social science data, integrate material from diverse sources, draw conclusions from data, appreciate other cultures, and be aware of issues surrounding social change. Students have the opportunity to earn the Bachelor of Arts degree with a major in sociology in one of three concentrations: general, human services, or criminology and criminal justice. In addition, the Department provides general education courses in geography and anthropology. Departmental missions include contributing to the overall enhancement of the academic and scholarly environment at USC Aiken, in the discipline and the general academic community. The Department also provides service and

expertise to the community when appropriate.

Curricula

In order to be awarded a bachelor's degree, students must complete the basic degree requirements listed below and specific major requirements. Students seeking a bachelor's degree in the sociology major must have a grade of C or better in each major course in order for that course to count toward the degree. A grade of C or better in COMM A201 or A241 is required to fulfill the oral communication requirement. No more than a total of six hours of credits for activities courses in exercise science and fine arts activities (dance, instrumental, chorus, voice) may be used for graduation credit (electives) toward a bachelor's degree with a major in sociology. The basic requirements for a bachelor's degree include the cognate or minor. The cognate is a minimum of 12 hours of course work which support the major. The cognate must be selected from upper-level (300+) humanities, social and behavioral sciences, natural/physical sciences, mathematics, and/or business courses and must be approved by the student's advisor. Students must earn a grade of C or higher in each cognate course. It is the student's responsibility to plan a suitable course of study for his/her goals and to consult frequently with a major advisor as to the selection of courses. A minor usually requires 18 hours of coursework in one academic field. A grade of C or higher is required in each minor course. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work.

Attendance policy. Each faculty member in the Department of Sociology will establish the attendance policy for his/her own classes and will include that policy in the course syllabus. If the faculty member chooses to limit the number of absences, students must be allowed a minimum number of absences equal to twice the number of class meetings per week (e.g., classes meeting twice a week will allow four absences in the semester).

Sociology majors must choose one of three major options. They include a general program in sociology (General Option), a program oriented toward criminology (Criminology and Criminal Justice option) and a program concentrated around courses relevant to human services organizations and processes (Human Services Option). In addition, the student will select a minor area of study or a group of courses for a cognate. Sociology majors may apply no more than 15 hours of independent study type credit toward the degree. No more than nine hours of independent study may be applied to the major requirements. No more than six hours will apply to the cognate or minor, and they may only be taken with prior approval of the advisor.

At least 18 credit hours of sociology coursework for the major must be earned through USC Aiken.

Sociology majors are limited to using no more than six hours of sociology course credit as elective credit toward the B.A.

Technological Literacy in Sociology

Sociology majors will achieve and demonstrate discipline-appropriate computer literacy through the following required coursework: SOCY A248- Sociological Inquiry and Measurement, SOCY A410- Social Demography, and SOCY A498- Sociological Research Design and Analysis.

Bachelor of Arts - Major in Sociology

1. General Education Requirements..... 52-55

A. Knowledge of Human Cultures and the Physical and Natural World 34-37

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8
Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas)..... 9
Psychology, Sociology, Anthropology,
Economics, Political Science, Geography
4. Languages..... 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)¹..... 9
Communication (last two digits must be in 50s or 60s),
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion, Selected
Language courses, Humanities (HSSI acronym), Honors
(HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #5) and other English courses.
2. Oral Communication..... 3
(COMM A201, COMM A241)*
3. Math/Statistics/Logic² 6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.
4. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.
5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.
Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements 33-36

Option #1: General requirements: 33

SOCY A101, A248, A410³, A420, A498 18

Five* additional sociology courses, 300-level or higher including at least one 500-level sociology course 15

*Must include at least one from SOCY A301, A350, A353, A355, A404, or A510

or

Option #2: Criminology & Criminal Justice requirements: ... 36

SOCY A101, A248, A410³, A420, A498 18

CRJU A171..... 3

Four* of the following Sociology courses,

including at least one 500 level: 12

SOCY A350, A353, A354, A355, A356, A358, A359, A365, A400 (Internship in a criminal justice agency), A404, A405, A430, A496, A523, A525, A535, A540

*Must include at least one from SOCY A350 & A353

One additional Sociology course numbered 300-level or higher 3

or

Option #3: Human Services requirements: 36

SOCY A101, A248, A410³, A420, A498 18

HMSV A201 Introduction to Human Services..... 3

Four* of the following Sociology courses, at least one 500-level..... 12

SOCY A301, A305, A341, A355, A360, A365, A370, A400, A404, A405, A430, A468, A496, A510, A523, A528, A535

*Must include at least one from A301, A355, or A404

One additional Sociology course numbered 300-level or higher 3

3. Cognate or Minor 12-18

4. Free Electives 10-22

(no more than six hours of sociology course may be applied)

Total hours required 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² PSYC A325 or STAT A201 and one additional course in Math or Logic are required.

³ SOCY A410 satisfies the non-Western world studies general education requirement.

* COMM A201 or A241 require a C or better.

Program Assessment and Student Responsibilities

In order to evaluate the sociology degree program, assessment measures have been included in each sociology major's requirements. In order to fulfill graduation requirements, sociology majors must:

- earn a grade of C or better in English A101 and A102.
- earn a grade of C or better in an applied speech course.
- submit two copies of each of the assignment for the major project required in SOCY A410. One copy will be graded by the professor teaching the course and returned to the student. The other copy will be evaluated by at least two faculty members in the Department for assessment purposes. This component of program assessment is not used to evaluate individual student performance.
- as a part of the course requirements for SOCY A498 - Sociological Research Design and Analysis, give an oral presentation of the research project completed in that course to students in the class, the course instructor and one additional sociology faculty member during the day/time assigned by the instructor of the course.
- take a sociological program exit exam which is administered in the semester the student enrolls in SOCY A498--Sociological Research Design and Analysis
- complete a senior exit survey during the semester in which an application for graduation is filed. Instructions for completion of the survey will be mailed to majors at the end of their last semester at USCA. Sociology majors are urged to provide thoughtful responses to the survey, including comments on both the strengths and weaknesses of the program. This instrument is a major source of data used to assess the success of the program and to indicate ways in which it can be improved.

Minor in Anthropology and Human Geography

Requirements:

ANTH A101 Primates, People and Prehistory.....	3
ANTH A102 Understanding Other Cultures.....	3

Two of the following:

- GEOG A101 Geography of the Developed World
- GEOG A102 Geography of the Developing World
- GEOG A103 Introduction to Geography
- GEOG A198 Topics in Geography (Non-Western)
- GEOG A199 Topics in Geography

Two of the following:

- ANTH A352 Anthropology of Magic and Religion
- ANTH A361 Sex, Evolution and Human Nature
- ANTH A399 Independent Study
- ANTH A410 Food, People, and the Planet
- ANTH A460 Culture, Health, and Healing
- ANTH A490 Topics in Anthropology
- ANTH A498 Topics in Western and U.S. Anthropology
- GEOG A398 Topics in Geography

GEOG A399 Independent Study*

Total hours required..... 18

Minor in Criminology and Criminal Justice

(Minor not available for students majoring in Sociology)

Requirements:

SOCY A101 Introductory Sociology.....	3
CRJU A171 Introductory to Criminal Justice	3
<u>Three of the following*:</u>	9

- SOCY A350 Sociology of Delinquent Youth Behavior
- SOCY A353 Sociology of Crime
- SOCY A354 Crime: Myths and Misconceptions
- SOCY A356 Sociology of Law
- SOCY A358 Sociology of Corrections
- SOCY A359 Police and Society
- SOCY A400 Internship in a criminal justice agency

One of the following:3

- SOCY A523 Sociology of Deviance
- SOCY A525 Race, Class, Gender Crime and Justice
- SOCY A535 Girls' Delinquency
- SOCY A540 Criminological Theory

* Must include at least one from SOCY A350 & A353

Total hours required..... 18

Minor in Sociology

Requirements:

SOCY A101 Introductory Sociology.....	3
SOCY A248 Sociological Inquiry and Measurement	4
<u>One of the following:</u>	3

- SOCY A510 Global Social Issues
- SOCY A523 Sociology of Deviance
- SOCY A525 Race, Class, Gender, Crime and Justice
- SOCY A528 Family Diversity
- SOCY A535 Girls' Delinquency
- SOCY A540 Criminological Theory
- SOCY A598 Special Topics

Three Sociology courses at 300 level or above9-11

Total hours required..... 19-21

Minor in Women's and Gender Studies

This is an interdisciplinary minor requiring eighteen hours (at least 3 disciplines; no more than 9 hours from any one) selected from courses in the humanities, the social sciences, and the sciences.

Core Requirements: Two of the following 6

- POLI A321 Gender Politics and Political Theory
- SOCY A301 Sociology of Gender Roles
- HIST A464 History of Women in the United States
- COMM A455 Gender, Communication and Culture

Additional Requirements: Four of the following 12

- COMM A201 Interpersonal Communication
- COMM A450 Intercultural Communication
- COMM A480 Organizational Communication
- ENGL A290 Introduction to Women's Literature
- ENGLA396 Global Women Writers
- ENGL A394 Images of Women in Film and Fiction
- ENGL A431 American Autobiography
- POLI A353 Gender and the Law
- POLI A373 Women and Public Policy
- SOCY A305 Sociology of the Family
- SOCY A468 Sex and Society
- SOCY A528 Family Diversity
- PSYC A415 Adult Development
- PSYC A490 Human Sexuality
- HSSI A211 Issues in Women's Studies

Total hours required 18

Appropriate special topics courses in the disciplines may be selected.

*Courses not taken to fulfill the Core Requirements may be used to complete the Additional Requirements.

Course Descriptions

Anthropology (ANTH)

- ANTH A101 Primates, People and Prehistory. (3)** An exploration of human origins, human evolution, human prehistory, and cultural existence from its less complex forms to early civilizations. An introduction to the concepts; methods; and data of physical, biological, and archaeological anthropology. (Not open to anyone who has taken ANTH A101 before September 1976)
- ANTH A102 Understanding Other Cultures. (3)** An exploration and comparison of selected contemporary cultures, including their languages, to determine and explain their similarities and differences. An introduction to the concepts, methods, and data of sociocultural anthropology and anthropological linguistics. (Not open to anyone who has taken ANTH A101 before September 1976) (Satisfies non-Western world

studies requirement)

- ANTH A352 Anthropology of Magic and Religion. (3)** A comparative examination of the religions of various cultures and of other related phenomena such as ritual, cosmology, revitalization movements, magic, witchcraft, myth, and possession. This course satisfies the non-Western world studies requirement.
- ANTH A361 Sex, Evolution, and Human Nature (3)** An exploration of human sexuality and reproductive behavior from anthropological and evolutionary perspectives. Cross-culturally examined topics include dating/mating strategies, cooperation, violence, parenting, and parent-offspring conflicts.
- ANTH A399 Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.
- ANTH A410 Food, People, and the Planet (3).** This course considers the importance of food in various cultures through time, emphasizing how it is produced, where it comes from, and how it impacts our bodies, beliefs, and environments.
- ANTH A460 Culture, Health and Healing (3).** As an examination of the field of medical anthropology, this course is a cross-cultural exploration of the various responses human groups have developed to cope with disease and illness events. Topics include ethnomedical systems, paleopathology, patients, healers, reproduction, mental health, poverty, and infectious diseases.
- ANTH A490 Topics in Anthropology. (3)** This course will use Non-Western, comparative material to address topics of interest in anthropology. It may be taken more than once as topics change. (Satisfies non-Western world studies requirement)
- ANTH A498 Topics in Western and U.S. Anthropology. (3)** (Grade of C or better in ANTH A102 or SOCY A101) This course will use primarily Western and United States comparative material to address topics of interest in anthropology. It may be taken more than once as topics change.

Criminal Justice (CRJU)

- CRJU A171 Introduction to Criminal Justice. (3)** Survey of the law enforcement, judicial, correctional, and juvenile systems in the United States. Emphasis on the various perspectives on criminal justice and current issues.
- CRJU A272 Criminal Law. (3)** The origins and development of criminal law in the United States and the basic elements of crimes and defenses.
- CRJU A290 Special Topics. (3)** Study of selected topics in Criminal Justice. This course may be repeated with different topics.

Geography (GEOG)

- GEOG A101 World Regional Geography (Western). (3)** A survey of the world regions where Western cultures and cultural heritages are predominant. These include Europe, Russia, Austral Asia, and

the Americas. Emphasis is on the fundamental characteristics and significance of the physical, cultural, and economic elements of these regions.

- GEOG A102 World Regional Geography (Non-Western). (3)** A survey of the world regions where non-Western cultures or cultural heritages are predominant. These include Asia and Africa. Emphasis is on the fundamental characteristics and significance of the physical, cultural, and economic elements of these regions. (GEOG A101 is not a prerequisite) (Satisfies non-Western world studies requirement)
- GEOG A103 Introduction to Geography. (3)** A survey of the principles and methods of geographic inquiry. The student is introduced to the nature of geography, the kinds of problems which it investigates and the methods which it uses in the study of man in his ecological and spatial behavior.
- GEOG A198 Topics in Geography (Non-Western). (3)** The introductory-level geography topic courses (non-western) vary in content. The chosen topic is generally in the faculty member's specialty area. Content of each topic course will revolve around a set of issues designed to provide the students a well-rounded and holistic introduction to the concerned topic.
- GEOG A199 Topics in Geography. (3)** The introductory-level geography topic courses vary in content. The chosen topic is generally in the faculty member's specialty area. Content of each topic course will revolve around a set of issues designed to provide the students a well-rounded and holistic introduction to the concerned topic.
- GEOG A398 Topics in Geography. (3)** Topics in Geography will be offered as opportunities present themselves. Course content varies and will be announced in the schedule of classes by suffix and title. Prerequisites will be designated in course schedule. May be repeated as topics change.
- GEOG A399 Independent Study. (1-4)** (Prereq: permission of instructor) Directed independent project.

Sociology (SOCY)

Sociology courses at the 400 and 500 levels are advanced undergraduate courses and are designed for juniors and seniors (at least 60 hours of earned coursework.) Courses at the 500-level are delivered through a seminar format.

- SOCY A101 Introductory Sociology. (3)** General introduction to the field of sociology including the theoretical approaches, research methods and concepts such as culture, social structure, socialization, groups, organizations, social institutions, and social inequality. The "sociological imagination" will be used to apply these theories and ideas to everyday life.
- SOCY A240 Introduction to Social Problems. (3)** (Prereq: Grade of C or better in SOCY A101 or permission of instructor) Normative dissensus and behavioral deviance in society and their consequences for social change and social order. Problems may include: mental disorders, juvenile delinquency, crime, drug abuse, alcoholism, suicide, sexual pathology, race and ethnic relationships, world population crises, and work problems.
- SOCY A248 Sociological Inquiry and Measurement. (4)** (Prereq: Grade of C or better in SOCY A101, ENGL A101 and A102) Basic concepts and methods of sociological research are introduced. Emphasis is placed on the connection between theory and research, measuring variables, and elementary analysis of data. Course is intended for sociology majors and minors. Cannot be used for social and behavioral science general education credit.
- SOCY A301 Sociology of Gender Roles. (3)** (Prereq: Grade of C or better in SOCY A101) Theories, methods, and substantive issues in a sociological approach to gender roles. Topics include gender role and socialization, subcultural variations in gender roles, and structural and institutional factors related to gender role expectation.
- SOCY A305 Sociology of the Family. (3)** (Prereq: Grade of C or better in SOCY A101) A macro-level study of the family in the United States. Topics may include history of the family as an institution, the relationship of the family to other social institutions including politics and the economy, and social problems related to the contemporary family.
- SOCY A341 Sociology of Death and Dying. (3).** (Prereq: Grade of C or better in SOCY A101). A sociological approach to understanding death and the end of life. Course topics include social theory, cultural/religious practices, organ donation, bereavement, and businesses (e.g., medical and funeral industries) associated with death and dying.
- SOCY A350 Sociology of Delinquent Youth Behavior. (3)** (Prereq: Grade of C or better in SOCY A101) An analysis of the philosophy, history, theories, and social patterns surrounding delinquent youth behavior from a sociological perspective as well as an evaluation of the methods and policies designed to prevent and control delinquency.
- SOCY A353 Sociology of Crime. (3)** (Prereq: Grade of C or better in SOCY A101) Analysis of the definitions, measurements, and social patterns surrounding criminal behavior from a sociological perspective. Classical and contemporary theories of crime causation and societal responses to crime, offenders, and victims.
- SOCY A354 Crime: Myths and Misconceptions. (3)** (Prereq: Grade of C or better in SOCY A101) Various myths and misconceptions surrounding crime and the criminal justice system, including the mythmakers, beneficiaries, and victims, are identified and critically examined as well as the functions and consequences of those myths and misconceptions.
- SOCY A355 Minority Group Relations. (3)** (Prereq: Grade of C or better in SOCY A101) Theories, methods, and substantive issues in the study of majority-minority group relations and social processes and cultural orientations associated with racial and ethnic differentiation.
- SOCY A356 Sociology of Law (3).** (Prereq: Grade of C or better in SOCY A101) Analysis of law as a social institution from sociohistorical and sociocultural perspectives. Emphasis is placed on history, theories, and typologies of law as well as the relationship between the law, social change, and social problems.
- SOCY A358 Sociology of Corrections. (3)** (Prereq: Grade of C or better in SOCY A101) A sociological approach to the development and current issues in corrections.

Traditional and contemporary philosophies underlying practices and procedures in institutional and community corrections are explored.

- SOCY A359 Police in Society. (3)** (Prereq: Grade of C or better in SOCY A101 and CRJU A171) An overview of the development of police organizations and the role of police in society including police officer socialization, the problem of coercive power, and current issues in policing.
- SOCY A360 Sociology of Medicine and Health. (3)** (Prereq: Grade of C or better in SOCY A101) Sociological approaches to medicine and health. An examination of the concepts of health and illness, the social epidemiology of disease, demographic and social factors affecting health, illness behavior, non-traditional medicine and healers, doctor-patient relations, the professionalization of medicine, and social policy affecting health care.
- SOCY A365 Sociology of the Black Experience. (3)** (Prereq: Grade of C or better in SOCY A101) The Sociology of the Black Experience examines how African-American experiences in the United States are shaped by social patterns, focusing on a variety of social institutions (family, religion, education, and the media) with a scrutinizing analysis of the criminal legal system.
- SOCY A370 Sociology of Mental Health. (3)** (Prereq: Grade of C or better in SOCY A101) Sociological approaches to the definition and treatment of mental disorders. An analysis of mental illness throughout history, public and professional conceptions of mental disorders, models of causes and cures, demographic factors in the distribution of mental disorders, labeling theory and psychiatry, the personal experience of mental hospitalization, and the community mental health movement.
- SOCY A390 Special Topics. (3)** (Prereq: Grade of C or better in SOCY A101) Study of selected topics in Sociology. This course may be repeated with different topics.
- SOCY A399 Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.
- SOCY A400 Internship. (3)** (Prereq: consent of instructor) A supervised experiential course in a field placement (e.g., social service agency, criminal justice agency) involving 10 hours per week. In addition, appropriate reading and writing assignments, plus a weekly meeting with the supervising faculty member. (An application and interview are required of applicants. Applicants must meet basic requirements of cum. GPA, major hours completed, etc. Contract required. See instructor for specifics)
- SOCY A404 Social Stratification. (3)** (Prereq: Grade of C or better in SOCY A101) Theory and research related to social stratification. An analysis of stratification systems throughout history; the dimensions of class, race, and gender inequality in the United States; lifestyles of different classes; social mobility; and the causes of poverty. Students who earned credit for SOCY A504 may not receive credit for SOCY A404.
- SOCY A405 Drugs and Society. (3)** (Prereq: Grade of C or better in SOCY A101) Sociohistorical overview of drug use and abuse in the U.S. centered on the recreational use of legal and illegal psychoactive substances. Topics include: theories of drug abuse, drug policy, subcultures, trends and demographics of use, and treatment options.

- SOCY A410 Social Demography. (4)** (Prereq: Grade of C or better in SOCY A248 and satisfactory completion of the Writing Proficiency Portfolio Requirement or ENGL A201) Study of the major theories and methods used to study population with regard to fertility, mortality, and migration and the trends in these processes. The course will also examine the interactions among population processes, society and culture, and the physical environment. Three lecture hours and three lab hours per week. (Satisfies non-Western world studies requirement) Students who earned credit for SOCY A310 may not receive credit for SOCY A410.
- SOCY A420 Individual and Society. (3)** (Prereq: Grade of C or better in SOCY A101) Selected theories and methodology related to the impact of social influence on the individual. This micro-level approach to sociology includes topics such as symbolic communication, attribution theory, self-fulfilling prophecy, conformity, aggression, and altruism. Students who earned credit for SOCY A320 may not receive credit for SOCY A420.
- SOCY A430 Youth and Society. (3)** (Prereq: Grade of C or better in SOCY A101). A sociological approach to adolescence and youth in everyday life by exploring central themes featured in youth culture, including status and conformity, education, mental health, and social problems related to at-risk behaviors.
- SOCY A458 Consequences of Incarceration. (3)** (Prereq: Grade of C or better in SOCY A101, and SOCY A358 or CRJU A171). Analysis of the wide-ranging intended and unintended effects of incarceration on various areas of social life, including crime, politics, labor markets, family, and public health. Emphasis is placed on incarceration as a source of racial, ethnic, and economic inequality.
- SOCY A468 Sex and Society. (3)** (Prereq: Grade of C or better in SOCY A101) A sociological approach to sexuality, exploring how sexuality is constructed and examining theories, concepts, and cultural ramifications of a range of sexual practices and identities. Topics include sex education, sexual orientation, transgender issues, sex in non-romantic relationships, gender double standards, sex work, and sexual violence.
- SOCY A490 Topics in Sociology. (3)** (Prereq: SOCY A101 and/or additional specified prerequisites) Study of selected topics in Sociology. This course may be repeated with different topics.
- SOCY A496 Sociological Theory. (3)** (Prereq: Grade of C or better in SOCY A101) Sociological perspectives with an emphasis on classical theories, such as those of Durkheim, Weber, Marx, and Simmel, are used to understand and critique society and human social behavior.
- SOCY A498 Sociological Research Design and Analysis. (4)** (Prereq: Grade of C or better in SOCY A248, six hours upper-level Sociology, PSYC A325 or STAT A201, and satisfactory completion of Writing Proficiency Portfolio Requirement or ENGL A201) In-depth consideration of research designs and data analysis. Requires completion of an original research project.
- SOCY A510 Global Social Issues. (3)** (Prereq: Grade of C or better in SOCY A101, Junior Standing) This seminar examines causes of and responses to critical social problems in different world regions with a focus on

the dimensions and impacts of globalization and sustainable development. The phenomenon of globalization is critically examined from economic, historical, social, environmental, political, and/or other perspectives.

- SOCY A523 Sociology of Deviance. (3)** (Prereq: Grade of C or better in SOCY A101 and Junior or Senior Standing) Systematic analysis of the interrelationships among the creation, involvement, recognition, and control of deviance.
- SOCY A525 Race, Class, Gender, Crime and Justice. (3)** (Prereq: Grades of C or better in SOCY 101 and CRJU A171, SOCY A350 or SOCY A353) Exploration into the various perspectives on the nature and intersections of race, class, and gender in relation to crime and justice in the U.S.
- SOCY A528 Family Diversity. (3)** (Prereq: Grade of C or better in SOCY A305, Junior or Senior standing) This seminar examines a variety of family forms differing in both structure and sociocultural background. Topics may include cohabitation, single parent families, and various ethnic groups. This course considers issues faced by the plurality of family types in the United States.
- SOCY A535 Girls' Delinquency. (3)** (Prereq: Grade of C or better in SOCY A101 and Junior or Senior standing.) Course explores the study of girls' experiences with delinquency, violence, and the juvenile justice system. The course will also examine the intersection of race and class as it relates to girls' involvement with juvenile delinquency.
- SOCY A540 Criminological Theory. (3)** (Prereq: Grade of C or better in SOCY A350 or A353) The study of historical and contemporary theories explaining crime and criminality. Some examination of research underlying these theories is also included.
- SOCY A598 Special Topics. (3)**

Department of Visual and Performing Arts

Dr. Joel Scrapper, *Department Chair*

Professors

Michael Fowler (Art),

Ed.D., University of Memphis

Mary D. Toole Chair in Art

Mark S. Hollingsworth (Music),

D.M.A., University of North Texas

Dewey Scott-Wiley (Theatre),

M.F.A., University of South Carolina

Pauline F. O'Connell Chair in Fine Arts (2)

Associate Professors

Paul Crook (Theatre),

M.F.A., University of Alabama

Jeremy Culler (Art History),

Ph.D., Binghamton University, State University of New York

Chet Longley (Theatre),

M.F.A., University of Arkansas

Thomas F. Maurice Chair in Fine Arts

Joel Scrapper (Music),

D.M.A., University of Missouri - Kansas City

Pauline F. O'Connell Chair in Fine Arts (1)

Mary Virginia "Ginny" Southworth (Art),

M.F.A., University of South Carolina

Assistant Professors

John Hayes Bunch (Music),

D.M.A., University of Missouri - Kansas City

Joseph Kameen (Art),

M.F.A., Indiana University

Keely Rhodes (Music),

D.M.A., University of Texas at Austin

Post-Doctorate in Music

Emily Williams Burch (Music)

D.M.A., University of South Carolina

Adjunct Faculty

Zachary Bond (Music),

M.M., University of South Carolina

Andrew Cho (Art),

M.F.A., Georgia State University

Mary Fran Crook (Theatre),

M.F.A., University of Alabama

Adam DePriest (Music),

M.M., University of South Carolina

Patrick “JR” Hall (Music),

M.M., University of South Carolina

Anna Hamilton (Music),

D.M.A., University of South Carolina

Florence Hechtel (Music),

M.A., Stony Brook University, State University of New York

Matthew Henderson (Music),

M.M., Lynn University Conservatory of Music

Todd Jenkins (Music),

Ph.D., University of Georgia

Joseph Johnson (Music),

D.M.A., West Virginia University

Katie Kameen (Art),

M.F.A., Indiana University

Mary Losey (Music),

M.A., University of Michigan

Lauren Meccia (Music),

M.M., University of South Carolina

Collette Miller (Theatre),

BFA, University of Texas

Keith Pierce (Art-Video),

M.S., University of South Carolina

Steven Sloan (Music),

M.M., University of South Carolina

Willie Strong (Music),

Ph.D., University of California at Los Angeles

Emily Stumpf (Music),

D.M.A., University of South Carolina

Distinguished Professor Emeritus

William J. House (Psychology/Music),

Ph.D., University of South Carolina

Professors Emeriti

Jack Benjamin (Theatre),

M.S., East Texas State University

Al Beyer (Art),

M.F.A., University of Arizona

John Elliott (Art History),

Ph.D., Florida State University

Richard Maltz (Music),

D.M.A., University of South Carolina

Department Mission Statement

The Department of Visual & Performing Arts fosters creativity, deepens understanding, and explores meaningful vocation in an inclusive, globally engaged community.

The Mission in Practice

“To foster creativity.” We provide a challenging, encouraging, and diverse environment by valuing high-impact practices, theoretical and practical concepts, and artistic processes that encourage the development of self-awareness and cultural literacy. Creative practices lead to innovation by fostering the development of new insights, the identification of hidden patterns and connections, and the generation of new solutions. Creativity involves two processes – thinking and producing.

“To deepen understanding.” We encourage active engagement, intellectual curiosity, and social responsibility through an unwavering commitment to the values of a liberal arts education. A curriculum that develops a broad range of intellectual and cultural content provides a global perspective, supports critical thinking, and instills a commitment to life-long learning. We seek to empower individuals to become engaged citizens who operate with integrity and compassion.

“To explore meaningful vocation.” The liberal arts call us to direct our skills and understanding toward a greater good, encouraging purpose and utilizing individual strengths to enhance cultural and artistic traditions. Each individual has interests and passions that when meaningfully applied, lead to the development of character, the creation of personal expression, and a life of service.

“To be an inclusive community.” Excellence in the liberal arts is possible only when people of diverse backgrounds, experiences, and ideas come together in a spirit of mutual respect and inclusion. We strive to value each voice.

“To be a globally engaged community.” Learning in the liberal arts is intrinsically global and pluralistic. Experiences and opportunities for national and international off-campus study enrich the understanding of art as a universal language. We emphasize learning in a global context and value cultural contributions from around the world.

Curricula

The Department of Visual & Performing Arts is comprised of three primary areas of study: art (studio art, graphic design, and art history), music (instrumental, piano, voice, music education), and theatre (acting, dance, design, and directing). In all areas of study, there is a balance between the understanding of theory, history, and criticism and development of skills involving applied creativity.

The department offers four degrees:

1. **Bachelor of Arts – Major in Art (BA-Art)** provides foundational studies in the visual arts, including study in art history, drawing, graphic design, painting, photography, and three-dimensional art. Students may choose from three concentrations in Art History, Graphic Design, or Studio & Digital Art. This degree will prepare the student for further academic studies or employment within field of fine and visual arts.
2. **Bachelor of Arts – Major in Fine Arts (BA-FA)** is a multidisciplinary degree requiring study in each of the three primary areas. While providing foundational studies in each area, the degree offers a range of choices for the prospective major, providing the ability to specialize in a specific field. This degree will prepare the student for further academic studies or employment in diverse fields within the visual and performing arts.
3. **Bachelor of Arts – Major in Music (BA-Music)** develops musicians by providing courses in music analysis, music history, musical literacy, pedagogy, and applied skills.

Students may choose from one of six options within the degree plan:

- 1) **Concentration in Instrumental Studies.** Following two years of foundational studies in music, students continue to develop applied skills on their primary instrument and a secondary instrument. Students conclude the concentration with a capstone experience in the form of two solo recitals.
- 2) **Concentration in Piano Studies.** Following two years of foundational studies in music, students continue to develop applied skills in piano. Students conclude the concentration with a capstone experience in the form of two solo recitals.
- 3) **Concentration in Vocal Studies.** Following two years of foundational studies in music, students continue to develop applied skills through their voice. Students conclude the concentration with a capstone experience in the form of two solo recitals.
- 4) **K-12 Teacher Certification in Choral Music.** Following two years of foundational studies in music, students continue to develop musical skill through applied lessons and develop pedagogical skills, instructional design, learning and behavioral theories, classroom management, and program management through courses offered by the School of Education and the Music Program. The capstone experience includes internships in music education where the student will practice teaching in the public school setting. When all requirements of the degree have been met, the student will be certified to teach K-12 choral music by the South Carolina State Department of Education.
- 5) **K-12 Teacher Certification in Instrumental Music.** Following two years of foundational studies in music, students continue to develop musical skill through applied lessons and develop pedagogical skills, instructional design, learning and behavioral theories, classroom management, and program management through courses offered by the School of Education and the Music Program. The capstone experience includes internships in music education where the student will practice teaching in the public school setting. When all requirements of the degree have been met, the student will be certified to teach K-12 instrumental music by the South Carolina State Department of Education.
- 6) **Minor in related field.** Following two years of foundational studies in music, student may opt to study by declaring a minor in a related field of study. For example, a student could major in music and minor in business, history, psychology, religion, or theatre; areas that could prepare the student for further academic study or employment in the field of music. Students conclude this option with a capstone experience that may include research, an internship, or a second solo recital.

4. **Bachelor of Arts or Bachelor of Science in Interdisciplinary Studies (BIS)** is structured to meet individual student's specific academic and professional goals. It is designed for those students whose educational objectives are better served by a flexible interdisciplinary program of study rather than by a traditional, single-discipline major.

The department offers multiple introductory courses in art, music, and theatre designed to develop appreciation for the arts. All students, regardless of major, may develop skills through acting courses, applied lessons, art studio courses, design and stage management, musical ensembles, and theatrical productions as part of their elective studies. Some courses are restricted and require special permission prior to registering. If you need permission to register for a course or are interested in participating

in one of the areas within the department, please contact Dr. Joel Scraper, Chair, at JoelS@usca.edu.

Art

The art and art history program offers a supportive, hands-on environment through which students can pursue a Bachelor of Arts – Major in Art (BA-Art) with concentrations in art history, graphic design, or studio and digital art. Following a curriculum that blends technology with traditional techniques, students develop a strong foundation in the principles of 2D, 3D, and digital design, integrate applied practice, and build a competitive portfolio of creative work. Students also expand their professional skills by participating in internships, attending exhibitions and lectures by professional artists, mounting their artwork in the university galleries, and completing a capstone project. Facilities include two state-of-the-art computer labs, spacious 2D and 3D studios, an outdoor studio with gas kiln, a well-equipped darkroom, and three galleries.

Bachelor of Arts - Major in Art

1. General Education Requirements..... 49-52

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8
Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas)..... 6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)¹..... 9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #5) and other English courses.
2. Oral Communication..... 3
(COMM A201, COMM A241)
3. Math/Statistics/Logic 6

Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations..

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements 45

A minimum of 18 major requirement hours must be taken at USC Aiken. A grade of C or better must be earned in ALL major requirement courses.

A. Major Foundation Core Requirements 18

ARTS A102 Digital Foundations 3

ARTS A103 Foundations in 2D Design 3

ARTS A104 Foundations in 3D Design 3

ARTS A111 Drawing I 3

ARTH A105 History of Western Art I:

Prehistory to 1400 3

ARTH A106 History of Western Art II:

1400 to Present 3

3. Areas of Concentration (Art History, Graphic Design, and Studio and Digital Art)

A. Concentration in Art History 27

1. Major Emphasis Requirements 24

ARTH 300 level or above (6 courses) 18

ARTH A401 Art History and Methods 3

ARTH A403 Art History Practicum - Internship in Art History (Learning Assistant, Research Internship, or Gallery Internship) 3

2. Capstone - ARTH A499 Art History Capstone 3

B. Concentration in Graphic Design 27

1. Major Art History Requirements 6

(Two (2) courses ARTH 300 level and above.)

2. Major Emphasis Requirements 18

ARTS A145 Introduction to Graphic Design 3

ARTS A245 Techniques in Graphic Design 3

ARTS A345 Intermediate Graphic Design I 3

ARTS A346 Intermediate Graphic Design II or ARTS A398 Special Topics (in Graphic Design) 3

ARTS A379 Web/New Media Design 3

ARTS A549 Directed Internship

(in Graphic Design) 3

3. Capstone - ARTH A499 3

C. Concentration in Studio and Digital Art 27

1. Major Art History Requirements 6

(Two (2) courses ARTH 300 level and above.)

2. Major Emphasis Requirements 18

ARTS 200 level and above 18

At least 12 hours must contain a substantial digital/technology component as stated within their catalog description. At least 12 hours must be ARTS 200 level or higher

3. Capstone - ARTH A499 3

3. Cognate or Minor 12-18

4. Free Electives 5-11

Total hours required 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations. As many as six hours of art history courses taken as a requirement for the major may be applied toward the Humanities General Education requirement.

Minor in Art History

Requirements:

ARTH A105 History of Western Art I 3

ARTH A106 History of Western Art II 3

Art History 200 level or above 12

Total hours required 18

In the event that ARTH A105 or ARTH A106 is applied to the Bachelor of Arts in Fine Arts major, students can take an additional art history course to fulfill the 18 total hours required.

Minor in Studio Art

Requirements:

Fundamentals of Art (ARTS A103) or Drawing (ARTS A111) 3

Art History 3-6

Art Studio course work in at least two of the following areas:

drawing, painting, printmaking, ceramics, graphic design,

computer graphics, photography, illustration 9-12

Total hours required 18

Theatre

Grounded in more than 2000 years of traditions and driven by new visions and technology, the USCA Theatre Program is dedicated to giving students a comprehensive theatre education. Students explore all areas of theatre, both on and off stage. A professionally active faculty, strong classes, internships, and a cutting-edge production program all help to prepare students for the theatre of the 21st century. The USCA Theatre Program enriches the cultural life of the community through the presentation of a variety of theatrical productions. Various acting styles, design theories, and new technologies are studied in the class room and applied to the department's productions. USCA is an institutional member of the South Carolina Theatre Associate, the Southeastern Theatre Conference, the Associate of Theatre in Higher Education, and an active participant in the Kennedy Center/American College Theatre Festival.

Bachelor of Arts - Major in Fine Arts

1. General Education Requirements.....49-52

A. Knowledge of Human Cultures and the Physical and Natural World31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences7-8
Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas).....6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)¹.....9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills15

1. English A101 and A1026
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #5) and other English courses.
2. Oral Communication.....3
(COMM A201, COMM A241)
3. Math/Statistics/Logic6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent

enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility3

1. American Political Institutions.....3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations..

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements36-42

A minimum of 18 major requirement hours must be taken at USC Aiken. A grade of C or better must be earned in ALL major requirement courses.

A. Fine Arts Survey Requirement²3-9

One course must be taken from each area:

ARTH A105, A106

MUSC A173, A175

THEA A161

B. Fine Arts History Requirement9

One course must be taken from each area:

ARTH A206, A312, A335, A398, A399

MUSC A371, A372, A 373, A393

THEA A361, A362, A363, ENGL A407, A409, A474

C. Fine Arts Theory, Performance, and/or Studio24

At least 12 hours must be 200 or higher

3. Major Requirements

(Technology Arts Option only)36-42

A minimum of 18 major requirement hours must be taken at USC Aiken. A grade of C or better must be earned in ALL major requirement courses.

A. Fine Arts Survey Requirement²3

One course from the following:

ARTH A105, A106

MUSC A173, A175

THEA A161

B. Fine Arts History Requirement² 6

Two courses from the following:

ARTH A206, A312, A335, A398, A399

MUSC A371, A372, A373, A393

THEA A361, A362, A363, ENGL A407, A409, A474

C. Fine Arts Theory, Performance, and/or Studio 21

At least 12 hours must be 200 or higher

D. Technology based arts 12

Courses must contain a substantial Technology component as stated within their catalog description.

4. Cognate or Minor 12-18

Cognate 12

Minor 18

5. Free Electives 7-22

Total hours required 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² As many as six hours of Fine Arts Survey courses may be taken as Humanities General Education courses thereby decreasing the above Fine Arts Survey and Major Requirements by 3-6 hours.

Minor in Theatre

Requirements:

THEA A151 Fundamentals of Theatrical Production 3

THEA A170 Beginning Acting 3

Coursework at the 200-level or above in at least two of the following areas: Theatre Performance, Design/Technical Theatre, Theatre History, Directing/Management 12

Total hours required 18

Music

Whether seeking a career in music or utilizing musical training for community service or personal enjoyment, students will find the music program to be challenging, rewarding, and uniquely adaptable to individual needs. Available opportunities for study include music theory, music history, ethnomusicology, and pedagogy, as well as private instrumental, piano, and vocal instruction. Major performing ensembles include the USC Aiken Concert Choir, Canticum Novum, USC Aiken Wind Ensemble, USC Aiken Jazz Ensemble, and Pacer Pulse, the university's athletic band. Each ensemble presents a series of concerts for the university and community at large.

Students majoring in music are required to complete the following prior to graduation:

1. Develop critical listening skills through Guided Listening Experiences (GLE), such as attendance at live performances or through discussions of composers, repertoire, performing artists, and major ensembles. Music majors are required to attend 75% of GLEs offered by faculty each semester of enrollment. (Music education students are exempt from GLEs

the semester of internship.)

2. Demonstrate rudimentary piano skills through the Piano Proficiency Exam, offered each semester during finals. Requirements for the Piano Proficiency Exam are available on the Department of Visual & Performing Arts webpage. (For music education students, the Piano Proficiency Exam must be completed prior to internship.)
3. Demonstrate development of artistry through Applied Level Exams and the Solo Recital. There are two level exams, each taken after three semesters of applied study (not necessarily consecutive). Each level exam is an cumulative evaluation of musical progress in the areas of musical literacy, appreciation, and performance. Level exams serve as barriers to continued applied study and must be successfully completed before progressing to more advanced levels; for example, a student studying at the 200-level must complete the exam before studying at the 300-level. Both Level Exams I & II must be completed prior to the Solo Recital. The Solo Recital is a performance on a student's primary instrument (instrument, piano, or voice) and must be at least 30 minutes in duration. (For music education students, the Solo Recital must be completed prior to internship.)
4. Complete the Comprehensive Music Exam (CME), a competency-based evaluation of student's understanding of musical concepts, applications, pedagogy, and knowledge. The exam may be repeated until a satisfactory score is achieved. A preparatory guide for the CME is available on the Department of Visual & Performing Arts webpage.

Bachelor of Arts - Major in Music

1. General Education Requirements 49-52

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8
Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities 9
(MUSC A175, MUSC A371, MUSC A372)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing

Intensive courses (see #5) and other English courses.	
2. Oral Communication..... 3	
(COMM A201, COMM A241)	
3. Math/Statistics/Logic 6	
(MATH A102, MATH A103)	
4. Satisfactory completion of Writing Proficiency Requirement	
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.	
5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.	
For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.	
Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.	
C. Personal and Social Responsibility 3	
1. American Political Institutions..... 3	
(POLI A201, HIST A201, or HIST A202)	
2. Inter-Curricular Enrichment Program (ICE)	
Two approved events in each semester of enrollment.	
For more information, see ICE Program requirements under Academic Affairs and Regulations..	
D. Integrative Learning	
While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.	
2. Music Requirements 46	
A. Music Literacy and Analysis..... 20	
1. Music Theory - MUSC A196, MUSC A198, MUSC A296, MUSC A298 12	
2. Aural Skills - MUSC A197, MUSC A199, MUSC A297, MUSC A299 4	
3. Orchestration & Arranging - MUSC A397 2	
4. Form & Analysis - MUSC A398 2	
B. Performance and Collaborative Experiences 26	
1. Applied Lessons (on primary instrument) 12	
2. Ensembles (on primary instrument) 8	
3. Piano Studies 4	
4. Conducting - MUSC A336 2	
3. Areas of Concentration..... 12	
A. Instrumental Studies	
1. Applied Lessons (on primary instrument) 4	
2. Applied Lessons (on secondary instrument) 4	
3. Instrumental Methods (MUSC A214, MUSC A243, MUSC A253, or MUSC A263) 2	
4. Independent Study - MUSC A399 2	
<i>Selected topic on music study within area of concentration</i>	
B. Piano Studies	
1. Applied Piano - MUSC A320 or MUSC A420 8	
2. Independent Study - MUSC A399 4	
<i>Selected topic on music study within area of concentration</i>	
C. Vocal Studies	
1. Applied Voice - MUSC A310 or MUSC A410 4	
2. Applied Piano - MUSC A220 or MUSC A320 3	
3. Class Voice Instruction and Methods - MUSC A203 . 1	
4. Diction - MUSC A204, MUSC A205..... 2	
5. Independent Study - MUSC A399 2	
<i>Selected topic on music study within area of concentration</i>	
D. K-12 Teacher Certification, Choral Music	
Pre-professional Education Requirements..... 9	
1. Clinical Practicum - EDUC A210 1	
2. Educational Foundations - EDFN A321..... 3	
3. Educational Psychology - EDPY A330 3	
4. Introduction to Music Education - MUED A360 2	
Professional Education Requirements 24	
1. Content Area Reading and Writing - EDRD A423 or EDRD A518 3	
2. Teaching Music in the Elementary Classroom - MUED A446 3	
3. Teaching Choral Music in the High School - MUED A456 3	
4. Internship in Music Education - MUED A470 12	
5. Senior Seminar - MUED A476..... 3	
Subject Area Requirements 12	
1. Applied Lessons (on primary instrument) 4	
2. Pedagogy, Vocal, and Instrumental Methods - MUSC A203, MUSC A204, MUSC A205	
<i>and choose one from:</i> MUSC A214, MUSC A243, MUSC A253, MUSC A263..... 4	
3. Music Technology - MUSC A195..... 2	
4. Conducting - MUSC A337 2	
E. K-12 Teacher Certification, Instrumental Music	
Pre-professional Education Requirements..... 9	
1. Clinical Practicum - EDUC A210 1	
2. Educational Foundations - EDFN A321..... 3	
3. Educational Psychology - EDPY A330 3	
4. Introduction to Music Education - MUED A360 2	
Professional Education Requirements 24	
1. Content Area Reading and Writing - EDRD A423 or EDRD A518 3	
2. Teaching Music in the Elementary Classroom - MUED A446 3	
3. Teaching Instrumental Music in the High School - MUED A457 3	
4. Internship in Music Education - MUED A470 12	
5. Senior Seminar - MUED A476..... 3	
Subject Area Requirements 13	

1. Applied Lessons (on primary instrument)	4
2. Pedagogy, Vocal, and Instrumental Methods - MUSC A214, MUSC A243, MUSC A253, MUSC A263 <i>and choose one from: MUSC A185, MUSC A203, or MUSC A210</i>	5
3. Music Technology - MUSC A195	2
4. Conducting - MUSC A337	2
4. Minor or Cognate	12-18
<i>A minor is required if no area of concentration or teacher certification is completed.</i>	
5. Electives	4-13
Total Hours Required	120

Minor in Music

MUSC A196 Music Theory 1	3
MUSC A197 Aural Skills I	1
Music History A371, A372, or A373	3
*Private Instruction (two semesters on one instrument or in voice)	2
**Performing Ensemble	2
***Piano Instruction.....	3

Choose from the following options:

Option A:

MUSC A198 Music Theory II.....	3
MUSC A199 Aural Skills II.....	1

Option B:

*Private Instruction (two semesters on one instrument or in voice)	2
**Performing Ensemble.....	2

Total hours required..... 18

* Private Instruction (one credit, may be repeated)--selection from:

MUSC A111 Applied Voice for the Non-Major
MUSC A121 Applied Piano for the Non-Major
MUSC A123 Applied Organ for the Non-Major
MUSC A131 Applied Percussion for the Non-Major
MUSC A141 Applied Violin for the Non-Major
MUSC A143 Applied Viola for the Non-Major
MUSC A145 Applied Violoncello for the Non-Major
MUSC A147 Applied Double Bass for the Non-Major
MUSC A149 Applied Guitar for the Non-Major
MUSC A151 Applied Flute for the Non-Major
MUSC A153 Applied Oboe for the Non-Major
MUSC A155 Applied Bassoon for the Non-Major
MUSC A157 Applied Clarinet for the Non-Major
MUSC A161 Applied Trumpet for the Non-Major
MUSC A163 Applied French Horn for the Non-Major
MUSC A165 Applied Trombone for the Non-Major
MUSC A167 Applied Euphonium for the Non-Major
MUSC A169 Applied Tuba for the Non-Major

**Performing Ensemble (one credit, may be repeated)--select from:

MUSC A181 Vocal Chamber Studies
MUSC A182 Percussion Ensemble
MUSC A183 University Athletic Band
MUSC A184 University Wind Ensemble
MUSC A185 University Choir
MUSC A186 Masterworks Chorale
MUSC A187 Jazz Ensemble
MUSC A388 Canticum Novum

***Piano Instruction--select from:

MUSC A135 Group Piano (three credit hours)
MUSC A121 Applied Piano for the Non-Major

Course Descriptions

Art History (ARTH)

- ARTH A105 History of Western Art I. (3)** The visual arts from Paleolithic times to the Renaissance.
- ARTH A106 History of Western Art II. (3)** The visual arts from the Renaissance to the present.
- ARTH A202 Immersive Studies in Western Culture. (1-3)**
(Prereq: Grade of C or better in ENGL A101 and ENGL A102) Students will explore representations in art, fiction, film, and poetry of the target country. Opportunities to address principles and universal themes that inspired, and continue to inspire, creative expression will be provided during classroom meetings. Then students will have an opportunity to travel to the target country and experience some of this work directly. Class projects will hinge on experiential, field-based learning in the target country with coverage of the foundations of Western art/literature and example-based material during classroom meetings.
- ARTH A312 History of Greek Art. (3)** A survey of architecture, painting and sculpture of the Cycladic through Hellenistic periods.
- ARTH A331 History of Modern Art. (3)** This course surveys the history of architecture, painting, and sculpture from the 19th century to early 20th century. In addition to surveying major movements, this course charts the emergence, influence, and proliferation of European and American avant-gardes -- specifically addressing interdisciplinary movements defined by practices, performance, and the evolution of the art object from the 19th century to the late modern period.
- ARTH A335 History of Twentieth Century Art. (3)** A survey of architecture, painting and sculpture in the 20th century.
- ARTH A340 History of American Art I. (3)** A survey of art in America from colonial times to 1860.
- ARTH A341 History of American Art II. (3)** A survey of art in America from 1860 to the present.
- ARTH A343 History of Animation. (3)** This course offers an introduction to the history of animation, focusing on commercial and artistic practices that expand

cinematic modes of expression and experience. Topics explored include pre-cinematic origins (proto-cinema and early cinema), pioneering applications in film and television, advances in technology, the golden age of American animation, war propaganda, experimental and non-objective animation, avant-gardism, global appropriation and application, and digital animation in the age of New Media.

- ARTH A344 History of Photography. (3)** This course surveys the history of photography, focusing on commercial and artistic practices that expand photographic modes of expression and experience. Topics explored include pre-photographic origins; pioneering applications of photography (motion illusion studies, animation, and film); advances in technology; the archive and the photographic document; avant-gardism and modernism; the vicissitudes of documentary photography; global appropriation and application; postmodernism and post-photography; and digital photography in the age of New Media.
- ARTH A397 Topics in Non-Western Art History. (3)** Intensive studies in selected non-Western artists and movements. Specific topics to be announced each semester/year. Satisfies the non-Western world studies requirement.
- ARTH A398 Topics in Art History. (3)** Intensive studies in selected artists or movements. Specific topics to be announced each semester/year.
- ARTH A399 Independent Study (1-3).** (Prereq: Consent of Instructor). An independent research project that will culminate in a term paper. Topics must be approved by the supervising professor.
- ARTH A401 Art History Theory and Methods (3).** (Prereq: C or better in ARTH A105 or ARTH A106) This seminar addresses the history and various methodologies of the art history discipline. The course is divided into two parts. The first part covers traditional methodologies and contemporary critiques. The second part addresses a range of new art histories. At the end of the course, students will be both competent in traditional methods and aware of contemporary debates within art history as a discipline.

Art Studio (ARTS)

- ARTS A102 Introduction to Visual Arts Computing. (3)** A foundation level course in the use of personal computers and discipline related software as aids in visual design. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- ARTS A103 Fundamentals of Art I. (3)** Introduction to visual thinking and principles of two-dimensional design.
- ARTS A104 Foundations in 3D Design. (3)** This foundation course explores design, materials, and techniques relating to three-dimensional expression.
- ARTS A111 Basic Drawing I. (3)** Introduction to the materials and basic techniques of drawing.
- ARTS A112 Basic Drawing II. (3)** Introduction to the materials and basic techniques of drawing. (ARTS A111 is a prerequisite for ARTS A112.)

- ARTS A145 Introduction to Graphic Design. (3)** An introduction to design as applied to the field of advertising art. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- ARTS A210 Introduction to Painting. (3)** (Prereq: ARTS A111 or consent of instructor) An introductory course in the materials and techniques of painting.
- ARTS A220 Introduction to Ceramics. (3)** Experiences in forming, decorating, glazing, and firing.
- ARTS A232 Life Drawing I. (3)** (Prereq: ARTS A111 or consent of instructor) An introduction to drawing the figure from life, with an emphasis on visual perception and basic drawing skills.
- ARTS A233 Life Drawing II. (3)** (Prereq: ARTS A232) A further exploration of life drawing aspects with an emphasis on individual expression.
- ARTS A245 Graphic Design Techniques. (3)** (Prereq: ARTS A145 or consent of instructor) Preparation of roughs, comprehensives and mechanicals for presentation and reproduction of design solutions. Introduction to printing and reproduction of design solutions. Introduction to printing and reproduction processes. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- ARTS A261 Photography. (3)** A thorough grounding in the technical aspects of 35mm black and white photography and the aesthetics of the photograph as a personal artistic expression. (Must have access to 35 mm camera.)
- ARTS A310 Intermediate Painting I. (3)** (Prereq: ARTS A210 or consent of instructor). Still lifes, landscapes, models in various media. The student is encouraged to be creative and self-expressive. (ARTS 310 is a prerequisite for ARTS 311.)
- ARTS A311 Intermediate Painting II. (3)** (Prereq: ARTS A310 or consent of instructor) A continuation of ARTS A310.
- ARTS A320 Intermediate Ceramics I. (3)** (Prereq: ARTS A220 or consent of instructor) Further study of wheel throwing or hand building techniques.
- ARTS A321 Intermediate Ceramics II. (3)** (Prereq: ARTS A320 or consent of instructor) Further study of wheel throwing or hand building techniques.
- ARTS A330 Intermediate Drawing I. (3)** (Prereq: ARTS A112 or consent of instructor) Enhancing graphic richness in drawings with intellectual and visual perception as content.
- ARTS A331 Intermediate Drawing II. (3)** (Prereq: ARTS A330) Contemporary cultural stimuli as the content for drawing projects. Emphasis on intellectual and emotive approaches.
- ARTS A345 Intermediate Graphic Design I. (3)** (History and evolution of typography as the foundation of visual communication. Organizational systems and creative use in graphic design. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- ARTS A346 Intermediate Graphic Design II. (3)** (Prereq: ARTS A345 or consent of instructor). Artistic editorial

design. Design and layout of magazine, book, and other print formats. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

- ARTS A363 Color Photography. (3)** (Prereq: ARTS A261) Processing of color slides, negatives, and prints, with an emphasis on producing works of artistic merit and technical proficiency.
- ARTS A364 Digital Photography. (3)** (Prereq: ARTS A261 or consent of instructor) A course in the use of personal computers and software as aids in photographic production and manipulation. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- ARTS A365 Digital Illustration. (3)** (Prereq: ARTS A102 or A145 or consent of instructor) Illustration projects done on the computer emphasizing current and established visual styles as well as principles of design and composition. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- ARTS A370 Digital Video Editing. (3)** An exploration of non-linear editing solutions. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- ARTS A371 Digital Video Effects. (3)** An exploration of digital special effects for video and the web. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- ARTS A372 Social Media Photography. (3)** This course is designed to help students develop a plan for working as a photographer in a social media-focused environment. Research is done into all the forms of social media available to the visual artist. The intent of the class will be to continue to improve on photographic skills and, at the same time, foster a plan for taking those skills in the direction of marketing.
- ARTS A379 Web Graphics. (3)** (Prereq: ARTS A102 or ARTS A145 or consent of instructor) The creation of web pages and sites with an emphasis on artistic aspects. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- ARTS A380 3 D and Animation. (3)** Fundamentals of digital animation including modeling, rendering, lighting, and camera usage. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- ARTS A398 Topics in Studio Art. (3)** Intensive study in studio art.
- ARTS A399 Independent Study. (3-9)** (Prereq: permission of instructor) Course content for ARTS A399 will be established entirely on an individual basis according to a suggested program of independent study agreed upon by both the individual student and the instructor. Regular meetings, critiques of art work, research and individual development will be included as well as in-depth discussion.

NOTE: Independent study taken at USC Aiken will not count toward the major requirements in USC Columbia but may be used as a free elective.

- ARTS A410 Advanced Painting I. (3)** (Prereq: ARTS A311.) Students are given further opportunity to develop according to their own interests.
- ARTS A411 Advanced Painting II. (3)** (Prereq: ARTS A410) Students are given further opportunity to develop according to their own interests.
- ARTS A420 Advanced Ceramics I. (3)** (Prereq: ARTS A321) Pursuit of a personal artistic expression through the ceramic process by developing clay bodies, surface embellishments, and firing methods.
- ARTS A421 Advanced Ceramics II. (3)** (Prereq: ARTS A420) Pursuit of a personal artistic expression through the ceramic process by developing appropriate clay bodies, surface embellishments, and firing methods.
- ARTS A490 Senior Exhibit. (1)** Students will learn some of the fundamentals of preparing art for exhibit (e.g., matting, mounting, and framing) and will mount a senior exhibit.
- ARTS A524 Workshop: Ceramics. (3)** Advanced investigation and analysis of problems and methods in ceramics. Topics vary with suffix.
- ARTS A549 Directed Internship. (3)** (Prereq: ARTS A345 and consent of instructor) Supervised professional experience in Graphic Design (contract required).
- ARTS A550 Directed Photography Internship (3)** ARTS A364 and consent of instructor) Supervised professional experience in photography (contract required).

Music Education (MUED)

- MUED A360 Topics in Music Education. (2)** (Coreq: MUED A460) This course serves as an introduction to the field of music education. Current trends in music instruction and curriculum design will be discussed, as well as topical issues surrounding education. As a corequisite, students will be expected to observe in the public schools for 20 hours.
- MUED A446 Teaching Music in the Elementary Classroom. (3)** (Prereq: Admission to the Professional Program in Music Education; Coreq: MUED A462) Students will learn and apply appropriate pedagogical skills for the elementary general music classroom. Developing lesson plans, establishing appropriate assessments and rubrics, and creating short and long-term goals and objectives will be discussed as a part of this course.
- MUED A456 Teaching Choral Music in High School. (3)** (Prereq: MUED A446 or permission of the department chair; Coreq: MUED A462) Rehearsal strategies, procedures, materials and methods as they apply to teaching choral music in the high school. Student is required to work with a master teacher in the schools for selected activities in a corequisite practicum. Also open to music-degreed students seeking teacher certification.
- MUED A457 Teaching Instrumental Music in High School. (3)** (Prereq: MUED A446 or permission of the department chair; Coreq: MUED A462) Rehearsal strategies, procedures, materials and methods as they apply to teaching instrumental music in the

high school. Student is required to work with a master teacher in the schools for selected activities in a corequisite practicum. Also open to music-degreed students seeking teacher certification.

- MUED A470 Internship in Music Education. (12)** (Prereq: Admission to the Professional Program and Internship in Music Education; Coreq: MUED A476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.
- MUED A476 Senior Seminar. (3)** (Prereq: Admission to the Professional Program; Coreq: MUED A470) The synthesis and critical evaluation of professional studies in music education.

Music (MUSC)

- MUSC A110 Introduction to Applied Voice. (1-2)** (Prereq: declared major in music) Introduction to Applied Voice provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.
- MUSC A111 Applied Voice for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Voice for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.
- MUSC A120 Introduction to Applied Piano. (1-2)** (Prereq: declared major in music) Introduction to Applied Piano provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.
- MUSC A121 Applied Piano for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Piano for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.
- MUSC A122 Introduction to Applied Organ. (1-2)** (Prereq: permission of department chair) Introduction to Applied Organ provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.
- MUSC A123 Applied Organ for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Organ for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.
- MUSC A130 Introduction to Applied Percussion. (1-2)** (Prereq: declared major in music) Introduction to Applied Percussion provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.
- MUSC A131 Applied Percussion for the Non-Major. (1-2)** (Prereq: declared major in music) (Prereq: permission of department chair) Applied Percussion for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.
- MUSC A135 Group Piano. (3)** A course for beginning piano students meeting in groups. Emphasis on music reading and elementary techniques. May be repeated once for degree credit.
- MUSC A137 Group Piano for Music Majors I. (1)** (Prereq: MUSC A136 or successful completion of piano placement exam) Group instruction for development of fundamental techniques and learning of appropriate repertoire from beginning to intermediate levels. Application of aural and theoretical skills, harmonization and improvisation, and accompanying. This course assists in preparing music education majors for the piano proficiency examination. May be repeated for degree credit for a total of two hours.
- MUSC A138 Group Piano for Music Majors II. (1)** (Prereq: MUSC A137 (Two semesters)) Group instruction for development of fundamental techniques and learning of appropriate repertoire from intermediate to advanced levels. Application of aural and theoretical skills, harmonization and improvisation, and accompanying. This course assists in preparing music education majors for the piano proficiency examination. May be repeated as necessary. May be repeated for degree credit for a total of two hours.
- MUSC A140 Introduction to Applied Violin. (1-2)** (Prereq: declared major in music) Introduction to Applied Violin provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until successful completion of Level Exam I.
- MUSC A141 Applied Violin for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Violin for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.
- MUSC A142 Introduction to Applied Viola. (1-2)** (Prereq: declared major in music) Introduction to Applied Viola provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until successful completion of Level Exam

I.

- MUSC A143 Applied Viola for the Non-Major. (1-2)** (Prereq: permission of department chair) Introduction to Applied Viola for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.
- MUSC A144 Introduction to Applied Violoncello. (1-2)** (Prereq: Declared major in music) Introduction to Applied Violoncello provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.
- MUSC A145 Applied Violoncello for the Non-Major. (1-2)** (Prereq: permission of department chair) Introduction to Applied Violoncello for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.
- MUSC A146 Introduction to Applied Double Bass. (1-2)** (Prereq: Declared major in music) Introduction to Applied Double Bass provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.
- MUSC A147 Applied Double Bass for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Double Bass for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.
- MUSC A148 Introduction to Applied Guitar. (1-2)** (Prereq: Declared major in music) Introduction to Applied Guitar provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.
- MUSC A149 Applied Guitar for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Guitar for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.
- MUSC A150 Introduction to Applied Flute. (1-2)** (Prereq: declared major in music) Introduction to Applied Flute provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.
- MUSC A151 Applied Flute for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Flute for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.
- MUSC A152 Introduction to Applied Oboe. (1-2)** (Prereq: declared major in music) Introduction to Applied Oboe provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.
- MUSC A153 Applied Oboe for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Oboe for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.
- MUSC A154 Introduction to Applied Bassoon. (1-2)** (Prereq: declared major in music) Introduction to Applied Trumpet provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.
- MUSC A155 Applied Bassoon for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Bassoon for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.
- MUSC A156 Introduction to Applied Clarinet. (1-2)** (Prereq: declared major in music) Introduction to Applied Clarinet provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.
- MUSC A157 Applied Clarinet for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Clarinet for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.
- MUSC A158 Introduction to Applied Saxophone. (1-2)** (Prereq: declared major in music) Introduction to Applied Saxophone provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.
- MUSC A159 Applied Saxophone for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Saxophone for the Non-Major provides

individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A160 Introduction to Applied Trumpet. (1-2) (Prereq: declared major in music) Introduction to Applied Trumpet provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A161 Applied Trumpet for the Non-Major. (1-2) (Prereq: permission of department chair) Applied Trumpet for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A162 Introduction to Applied French Horn. (1-2) (Prereq: declared major in music) Introduction to Applied French Horn provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A163 Applied French Horn for the Non-Major. (1-2) (Prereq: permission of department chair) Applied French Horn for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A164 Introduction to Applied Trombone. (1-2) (Prereq: declared major in music) Introduction to Applied Trombone provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A165 Applied Trombone for the Non-Major. (1-2) (Prereq: permission of the department chair) Applied Trombone for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A166 Introduction to Applied Euphonium. (1-2) (Prereq: declared major in music) Introduction to Applied Euphonium provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A167 Applied Euphonium for the Non-Major. (1-2) (Prereq: permission of the department chair)

Applied Euphonium for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A168 Introduction to Applied Tuba. (1-2) (Prereq: declared major in music) Introduction to Applied Tuba provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A169 Applied Tuba for the Non-Major. (1-2) (Prereq: permission of the department chair) Applied Tuba for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A173 Introduction to Music. (3) Open to all students who are interested in gaining a comprehensive understanding of music through a development of intelligent listening. Representative masterpieces from the Middle Ages through the Twentieth Century will be studied within an historical framework.

MUSC A175 World Music. (3) Explores the music of Asia, Africa, the Middle East, Indonesia, and the indigenous cultures of North and South America and Eastern Europe. Musical styles, instruments, and tonal systems will be studied through extensive listening. No formal music skill required. (Satisfies Non-Western World Studies requirement and Humanities requirement.)

MUSC A181 Vocal Chamber Studies. (1) (Prereq: consent of Dept. Chair). Vocal Chamber Studies provides experiences in small ensemble performances and productions (i.e., one-on-a-part chamber music, vocal jazz, and cast productions such as opera or musical theatres scenes). This course may be repeated for credit.

MUSC A182 Percussion Ensemble (1). Students will learn and perform percussion ensemble music from the standard repertory. This course may be repeated.

MUSC A183 Pacer Pulse Basketball Pep Band. (0.5) The Pacer Pulse Basketball Pep Band serves the campus community during USC Aiken men's and women's NCAA Division II home basketball games. The ensemble is open to all woodwind, brass and percussion instrumentalists enrolled at USC Aiken regardless of major. (The course may be repeated for credit.)

MUSC A184 USC Aiken Wind Ensemble. (1) Wind Ensemble introduces students to a wide variety of music literature from the Western tradition (i.e. music of the past 100 years, including American idioms such as jazz and the American march, as well as transcriptions of music from the Baroque, Classical, and Romantic periods in music history). Students are encouraged to develop critical thinking and listening skills through active participation. Through performance, the primary objective is to develop a deeper appreciation for music in its cultural and historical contexts. This course may be repeated for credit. Music education majors with an emphasis in instrumental studies are required to enroll in

this course every semester until MUED A470 -- Internship in Music Education.

MUSC A185 USC Aiken Concert Choir. (1) Concert Choir introduces students to a wide variety of music literature from the Western tradition (i.e. Renaissance, Baroque, Classic, Romantic, and Contemporary periods in music history) as well as indigenous music throughout the world. Students are encouraged to develop critical thinking and listening skills through active participation. Through performance, the primary objective is to develop a deeper appreciation for music in its cultural and historical contexts. This course may be repeated for credit. Music education majors with an emphasis in vocal studies are required to enroll in this course every semester until MUED A470 -- Internship in Music Education.

MUSC A186 Masterworks Chorale. (1) The Masterworks Chorale is intended to develop vocal skills, musical literacy, and musical understanding through the choral experience. The Masterworks Chorale will perform repertoire consisting of sacred and secular literature with an emphasis upon the masterworks of renowned composers. Students are expected to have had musical experience at the high school level or above. May be repeated for degree credit for a total of two hours.

MUSC A187 Jazz Band I. (1) (Prereq: Approval of the instructor). Rehearsal and performance of jazz music. May be repeated for credit.

MUSC A189 Aiken Concert Band I. (1) The Aiken Concert Band is a community-based large ensemble comprised of woodwind, brass, and percussion instruments. Students study new and standard wind band repertoire and apply concepts of ensemble blend, intonation, and musicality in rehearsals and public performances. May be repeated for credit.

MUSC A195 Music Technology. (2) This course introduces students to the use of technology and its applications in music. Students will develop an understanding of the current trends in technology for the music education classroom, performance hall, music studio, and internet.

MUSC A196 Music Theory I. (3) (Coreq: MUSC A197) An introduction to the basic elements, materials, and structure of tonality in the Western tradition. Emphases are harmony, voice leading, part-writing, and counterpoint.

MUSC A197 Aural Skills. (1) (Coreq: MUSC A196) Introduction to ear training and sight reading skills that include develop of aural skills, application of rhythmic and tonal reading skills, and aural dictation.

MUSC A198 Music Theory II. (3) (Prereq: C or better in MUSC A196 Coreq: MUSC A197 or MUSC A199) Continued development of techniques, applications, and skills developed in MUSC A196, including the elements, materials, and structure of Western music with an emphases on harmony, voice leading, part-writing, and counterpoint.

MUSC A199 Aural Skills II. (1) (Prereq: C or better in MUSC A197 Coreq: MUSC A198 or MUSC A296) Continued development of ear training and sight reading skills that include develop of aural skills, application of rhythmic and tonal reading skills, and aural dictation.

MUSC A203 Class Voice Instruction and Methods. (1) Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual voice.

MUSC A204 Diction I. (1) A study of the physical factors in the production of vowel and consonant sounds in Italian and Latin. Emphasis is on accuracy and clarity in pronunciation for singers aided by the study of phonetics and the international phonetic alphabet.

MUSC A205 Diction II. (1) (Prereq: MUSC A204) A study of the physical factors in the production of vowel and consonant sounds in French and German. Emphasis is on accuracy and clarity in pronunciation for singers aided by the study of phonetics and the international phonetic alphabet.

MUSC A210 Applied Voice I. (1-2) (Prereq: completed music audition) Applied Voice I provides individualized instruction for development of professional musical skills, course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A214 Class Percussion Instruction and Methods. (1) Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.

MUSC A220 Applied Piano I (1-2) (Prereq: completed music audition) Applied Piano I provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A222 Applied Organ I. (1-2) (Prereq: Completed music audition) Applied Organ I provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A230 Applied Percussion I. (1-2) (Prereq: completed music audition) Applied Percussion I provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A240 Applied Violin I. (1-2) (prereq: completed music audition) Introduction to Applied Violin I provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until successful completion of Level Exam I.

MUSC A242 Applied Viola I. (1-2) (prereq: completed music audition) Introduction to Applied Viola I provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated

until successful completion of Level Exam I.

- MUSC A243 Class String Instruction and Methods. (1)**
Instruction includes study of repertoire, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.
- MUSC A244 Applied Violoncello I. (1-2)** (Prereq: completed music audition) Applied Violoncello I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.
- MUSC A246 Applied Double Bass I. (1-2)** (Prereq: completed music audition and acceptance to the music program) Applied Double Bass I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.
- MUSC A248 Applied Guitar I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Guitar I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.
- MUSC A250 Applied Flute I. (1-2)** (Prereq: completion of music audition) Introduction to Applied Flute I provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until successful completion of Level Exam I.
- MUSC A252 Applied Oboe I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Oboe I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.
- MUSC A253 Class Woodwind Instruction and Methods. (1)**
Instruction includes study of repertoire, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.
- MUSC A254 Applied Bassoon I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Bassoon I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.
- MUSC A256 Applied Clarinet I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Clarinet I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course

may be repeated until successful completion of Level Exam I.

- MUSC A258 Applied Saxophone I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Saxophone I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.
- MUSC A260 Applied Trumpet I. (1-2)** (Prereq: completion of music audition) Introduction to Applied Trumpet I provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until successful completion of Level Exam I.
- MUSC A262 Applied French Horn I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied French Horn I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.
- MUSC A263 Class Brass Instruction and Methods. (1)**
Instruction includes study of repertoire, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.
- MUSC A264 Applied Trombone I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Trombone I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.
- MUSC A266 Applied Euphonium I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Euphonium I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.
- MUSC A268 Applied Tuba I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Tuba I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.
- MUSC A296 Music Theory III. (3)** (Prereq: C or better in MUSC A198 Coreq: MUSC A199 or MUSC A297) Continued development of techniques, applications, and skills developed in MUSC A198, including the elements, materials, and structure of Western music with an emphasis on harmony, voice leading, part-writing, and counterpoint.
- MUSC A297 Aural Skills III. (1)** (Prereq: C or better in MUSC A199 Coreq: MUSC A198 or MUSC A296)

Continued development of ear training and sight reading skills that include develop of aural skills, application of rhythmic and tonal reading skills, and aural dictation.

MUSC A298 Music Theory IV. (3) (Prereq: C or better in MUSC A196 Coreq: MUSC A297 or MUSC A299) Continued development of techniques, applications, and skills developed in MUSC A296, including the elements, materials, and structure of Western music as applied in the Nineteenth through Twenty-first centuries, with emphases on harmony, voice leading, part-writing, and counterpoint.

MUSC A299 Aural Skills IV. (1) (Prereq: C or better in MUSC A197; Coreq: MUSC A296 or MUSC A298) Continued development of ear training and sight reading skills that include develop of aural skills, application of rhythmic and tonal reading skills, and aural dictation.

MUSC A310 Applied Voice II. (1-2) (Prereq: MUSC A210 and successful completion of Level Exam I) Applied Voice II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A320 Applied Piano II. (1-2) (Prereq: MUSC A220 and successful completion of Level Exam I) Applied Piano I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A322 Applied Organ II. (1-2) (Prereq: MUSC A222 and successful completion of Level Exam I) Applied Organ II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A330 Applied Percussion II. (1-2) (Prereq: MUSC A230 and successful completion of Level Exam I) Applied Percussion II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A336 Conducting I. (2) (Prereq: MUSC A297 or consent of instructor) Conducting I focuses on technical fundamentals and artistic philosophy to help prepare students of the pragmatic contribution they will make early in their careers. Students receive resources for artistic inspiration, a working facility in gesture and motion, expression, modes of communication and performance of various meters, tempi, and styles. Skills are practiced and assessed through laboratory ensembles. Students also learn terminology applicable to basic score preparation and instrument transposition.

MUSC A337 Conducting II. (2) (Prereq: MUSC A336) further develops the technical skills and artistic philosophy of students to prepare them for a career as an artist, teacher, and conductor. Students gain more resources for artistic inspiration, advanced facility

in gesture and motion, expression, modes of communication and performance of various meters, tempi, and styles. Skills are practiced and assessed through laboratory ensembles. Students also learn additional terminology related to advanced score preparation and instrument transposition.

MUSC A340 Applied Violin II (Prereq: MUSC A240 and successful completion of Level Exam I) Applied Violin II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A342 Applied Viola II. (1-2) (Prereq: MUSC A242 and successful completion of Level Exam I) Applied Viola II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A343 Guitar III (1-2) (Prereq: MUSC A144 and permission of department chair). Continuation of MUSC A144. Individual instruction for development of technique and learning of appropriate repertoire. (May be repeated once for degree credit. Students must complete two semesters of this course before enrolling in the next level.

MUSC A344 Applied Violoncello II. (1-2) (Prereq: MUSC A244 and successful completion of Level Exam I) Applied Violoncello II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A346 Applied Double Bass II. (1-2) (Prereq: MUSC A246 and successful completion of Level Exam I) Applied Double Bass II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A348 Applied Guitar II. (1-2) (Prereq: MUSC A248 and successful completion of Level Exam I) Applied Guitar II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A350 Applied Flute II. (1-2) (Prereq: MUSC A250 and successful completion of Level Exam I) Applied Flute II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A352 Applied Oboe II. (1-2) (Prereq: MUSC A252 and successful completion of Level Exam I) Applied Oboe II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course

may be repeated until successful completion of Level Exam II.

- MUSC A354 Applied Bassoon II. (1-2)** (Prereq: MUSC A254 and successful completion of Level Exam I) Applied Bassoon II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.
- MUSC A356 Applied Clarinet II. (1-2)** (Prereq: MUSC A256 and successful completion of Level Exam I) Applied Clarinet II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.
- MUSC A358 Applied Saxophone II. (1-2)** (Prereq: MUSC A258 and successful completion of Level Exam I) Applied Saxophone II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.
- MUSC A360 Applied Trumpet II. (1-2)** (Prereq: MUSC A260 and successful completion of Level Exam I) Applied Trumpet II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.
- MUSC A362 Applied French Horn II. (1-2)** (Prereq: MUSC A262 and successful completion of Level Exam I) Applied French Horn II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.
- MUSC A364 Applied Trombone II. (1-2)** (Prereq: MUSC A264 and successful completion of Level Exam I) Applied Trombone II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.
- MUSC A366 Applied Euphonium II. (1-2)** (Prereq: MUSC A266 and successful completion of Level Exam I) Applied Euphonium II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.
- MUSC A368 Applied Tuba II. (1-2)** (Prereq: MUSC A268 and successful completion of Level Exam I) Applied Tuba II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

- MUSC A371 History of Western Music I. (3)** A study of music and its place in Western civilization from the middle ages through the baroque.
- MUSC A372 History of Western Music II. (3)** A study of music and its place in Western civilization from the 18th century to the present.
- MUSC A373 History of the Musical Theatre. [=THEA A363]** (3) This course will examine the influences, history and development of the American musical from its inception to today. Cross-listed with THEA A363.
- MUSC A374 History of American Music. (3)** A broad survey of music in America from Colonial times to the present. Topics include music in early North America, popular music, jazz, theater and film music, opera, and concert music.
- MUSC A388 Canticum Novum. (1)** (Prereq: By Audition). Canticum Novum is an auditioned chamber ensemble specializing in the performance of early music as well as contemporary literature appropriate for the small ensemble. May be repeated for credit.
- MUSC A392 Selected Topics in Music Theory, Performance and Studio. (1-3)** Topics in music theory, performance, and studio to be announced by suffix and title in the schedule of classes.
- MUSC A393 Selected Topics in Music History. (1-3)** Topics in music history to be announced by suffix and title in the schedule of classes.
- MUSC A396 Applied Composition. (1-2)** (Prereq: MUSC A297 or permission of instructor) Individual instruction in the process of composition with attention to creativity. (May be repeated for degree credit.)
- MUSC A397 Orchestration and Arranging. (2)** (Prereq: MUSC A297) Study of instrumentation and orchestration in various styles as applied to bowed and plucked string instruments, woodwinds, brass instruments, percussion, and keyboard instruments. Topics include transcription, transpositions, ranges, score analysis, score and part preparation, scoring for instrumental sections (alone and in combination), full orchestra, and band. Includes individual projects in composition, arranging and orchestration.
- MUSC A398 Form and Analysis. (2)** (Prereq: MUSC A297) Traditional techniques of musical form and their applications in historical and contemporary styles. Forms examined include binary, ternary, rondo, sonata, concerto, ostinato, variations, suite, and fugue.
- MUSC A399 Independent Study. (1-6)** (Prereq: permission of instructor) Independent study in music.
- MUSC A410 Applied Voice III. (1-2)** (Prereq: MUSC A310 and successful completion of Level Exam II) Applied Voice III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.
- MUSC A420 Applied Piano III. (1-2)** (Prereq: MUSC A320 and successful completion of Level Exam II) Applied Piano III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.

- MUSC A422 Applied Organ III. (1-2)** (Prereq: MUSC A322 and successful completion of Level Exam II) Applied Organ III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.
- MUSC A430 Applied Percussion III. (1-2)** (Prereq: MUSC A330 and successful completion of Level Exam II) Applied Percussion III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.
- MUSC A440 Applied Violin III. (1-2)** (Prereq: MUSC A330 and successful completion of Level Exam II) Applied Violin III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.
- MUSC A442 Applied Viola III. (1-2)** (Prereq: MUSC A342 and successful completion of Level Exam II) Applied Viola III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.
- MUSC A444 Applied Violoncello III. (1-2)** (Prereq: MUSC A344 and successful completion of Level Exam II) Applied Violoncello III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.
- MUSC A446 Applied Double Bass III. (1-2)** (Prereq: MUSC A346 and successful completion of Level Exam II) Applied Double Bass III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.
- MUSC A448 Applied Guitar III. (1-2)** (Prereq: MUSC A348 and successful completion of Level Exam II) Applied Guitar III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.
- MUSC A450 Applied Flute III. (1-2)** (Prereq: MUSC A350 and successful completion of Level Exam II) Applied Flute III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.
- MUSC A452 Applied Oboe III. (1-2)** (Prereq: MUSC A352 and successful completion of Level Exam II) Applied Oboe III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.
- MUSC A454 Applied Bassoon III. (1-2)** (Prereq: MUSC A354 and successful completion of Level Exam II) Applied Bassoon III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.
- MUSC A456 Applied Clarinet III. (1-2)** (Prereq: MUSC A356 and successful completion of Level Exam II) Applied Clarinet III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.
- MUSC A458 Applied Saxophone III. (1-2)** (Prereq: MUSC A358 and successful completion of Level Exam II) Applied Saxophone III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.
- MUSC A460 Applied Trumpet III. (1-2)** (Prereq: MUSC A360 and successful completion of Level Exam II) Applied Trumpet III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.
- MUSC A462 Applied French Horn III. (1-2)** (Prereq: MUSC A362 and successful completion of Level Exam II) Applied French Horn III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.
- MUSC A464 Applied Trombone III. (1-2)** (Prereq: MUSC A364 and successful completion of Level Exam II) Applied Trombone III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.
- MUSC A466 Applied Euphonium III. (1-2)** (Prereq: MUSC A366 and successful completion of Level Exam II) Applied Euphonium III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.
- MUSC A468 Applied Tuba III. (1-2)** (Prereq: MUSC A368 and successful completion of Level Exam II) Applied Tuba III provides individualized instruction for development of professional musical skills.

Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.

Theatre (THEA)

- THEA A151 Fundamentals of Theatrical Production. (3)** A survey of the basic skills required to participate safely and actively in the execution of design and technical elements of a theatrical production. Basic skill sets covered include costuming, lighting, sound, carpentry, and painting.
- THEA A161 Introduction to Theatre Art. (3)** Understanding and criticism of dramatic literature, history, and production.
- THEA A170 Fundamentals of Acting I. (3)** The technique of body and voice control; improvisations; interpretation of characters: characterization applied to scenes.
- THEA A220 Audition and Performance Laboratory. (1)** Extensive audition and self-marketing preparation, geared toward specific professional, graduate, and university theatre auditions. (Course may be repeated for a maximum of two credits).
- THEA A221 Scene Studio Laboratory. (1)** Supervised participation as a scenic technician in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).
- THEA A222 Immersive Acting Laboratory. (1)** Extensive character development practice through improvisation and simulated patient portrayals. Students will be developing characters to participate in Psychiatric Nursing clinical practice interviews.
- THEA A223 Lighting Studio Laboratory. (1)** Supervised participation as a lighting technician in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).
- THEA A224 Directing Laboratory. (1)** Principles, procedures, and practice of stage direction, with selection, analysis, casting, rehearsal, and performance of a short play to be presented in the O'Connell Theatre.
- THEA A227 Costume Studio Laboratory. (1)** Supervised participation as a costume technician in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).
- THEA A228 Stage Management Laboratory. (1)** Supervised participation as a Stage Manager in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).
- THEA A229 Theatre Management Laboratory. (1)** Supervised participation in theatre management for theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).
- THEA A251 Scenic Production Techniques. (3)** (Prereq: THEA A151 or permission of the instructor; Coreq: THEA A221) A study of the techniques and structural concepts involved in the execution of theatrical scenery, this course covers topics including: two and three-dimensional scenic units, overhead rigging, making and interpreting construction drawings, and scene changing devices.
- THEA A270 Voice for the Theatre. (3)** (Prereq: THEA A170). The various aspects of voice production for the stage are intensely examined and explored. Topics include organs of speech, the sounds of Spoken English, the International Phonetic Alphabet, practicing and warming up the vocal instrument, dialects, and creating a vocal score for a character.
- THEA A274 Beginning Dance. (1)** Fundamental skills and terminology through creative movement, patterns, and improvisation.
- THEA A281 Makeup for the Theatre. (3)** This course gives the actor, the prospective actor, and anyone who might be involved with makeup (whether as a designed, director, makeup artist, or teacher), the theoretical and practical knowledge necessary in order to design, apply and properly wear makeup that projects a specific character.
- THEA A353 Stage Lighting Design and Technology. (3)** (Prereq: THEA A151 or permission of the instructor; Coreq: THEA A223) A study of the fundamental concepts and technology involved in the creation and execution of theatrical lighting designs, this course covers topics including qualities and functions of stage lighting, distribution techniques, color theory, research techniques, instrumentation, design process, graphics, paperwork, and electrical theory. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- THEA A354 Scenic Design and Theatrical Graphics. (3)** (Prereq: THEA A151 or permission of the instructor) A study of the fundamental concepts and graphic techniques involved in the communication of theatrical scenic designs, this course covers topics including design elements, research techniques, CADD drafting, perspective rendering, and modeling techniques. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- THEA A357 Theatrical Costume Design and Production. (3)** (Prereq: THEA A151 or permission of the instructor; Coreq: THEA A227) A study of the fundamental concepts, graphic techniques and construction methods involved in the communication and execution of theatrical costume designs, this course covers topics including design elements, research techniques, history, rendering, patterning, and stitching.
- THEA A358 Stage Management. (3)** (Prereq: THEA A151, A170) A practical study of the principles and procedures of stage management for the theatre.
- THEA A361 History of Theatre I. (3)** A survey of plays, playwrights, actors, production and the physical development of theatres. Reading of representative plays required. From the time of Greeks to 1660.
- THEA A362 History of Theatre II. (3)** A continuation of a survey of plays, playwrights, actors, production, and the physical development of theatres. Reading of representative plays required. From 1660 to present.

- THEA A363 History of the Musical Theatre. [=MUSC A373] (3).** This course will examine the influences, history, and development of the American musical from its inception to today. Cross-Listed with MUSC A373.
- THEA A370 Intermediate Acting. (3)** (Prereq: THEA A170) A continuation of scene study and character development. (Students who received credit for THEA A171 may not take this course for credit.)
- THEA A372 Fundamentals of Movement in the Performing Arts. (1)** An introduction to basic physical skills, including relaxation, flexibility, and manipulation of the body at rest and in motion. The course will train performers in methods for placing the body and using the stage. (May be repeated for up to three hours credit.)
- THEA A374 Intermediate Dance. (1)** (Prereq: THEA A274). Continuation of THEA A274, increased dance skills through creative movement, patterns, improvisations, and compositional problems. (May be repeated for degree credit for a total of three hours.)
- THEA A375 Beginning Ballet. (1)**
- THEA A376 Intermediate Ballet I. (1)** (Prereq: THEA A375 or consent of instructor.)
- THEA A377 Intermediate Ballet II. (1)** (Prereq: THEA A376 or consent of instructor. May be repeated for degree credit for a total of three hours.)
- THEA A378 Beginning Jazz Dance. (1)** (Prereq: none) Performance of jazz dance and its styles from its origins to its use of the contemporary stage.
- THEA A379 Intermediate Jazz Dance. (1)** (Prereq: THEA A378) Development of jazz movement and styles. Control, rhythm, and continuity are emphasized. A continuation of THEA A378.
- THEA A398 Topics in Theatre. (3)** (Prereq: permission of instructor) Study of selected topics in theatre. Individual title and suffix to be announced with each topic.
- THEA A399 Independent Study. (3-6)** (Prereq: permission of instructor)
- THEA A451 Theatrical Design Studio. (3)** (Prereq: THEA A353 or THEA A354 or THEA A357) A project-oriented study of theatrical design techniques in the area of lighting, scenery, or costumes. This course concentrates on developing script analysis, research, and rendering techniques through mentored and collaborative project work. (Course may be repeated in different areas of design for a maximum of nine credits.)
- THEA A465 Playwriting [=ENGL A465] (3)** (Prereq: Grades of C or better in ENGL A101 and A102.) Practice and discussion of basic techniques of writing plays. May be repeated for a maximum of six hours. (Offered on demand.) Cross-listed with ENGL A465.
- THEA A478 Play Direction. (3)** (Prereq: THEA A370 and THEA A358 or permission of instructor) A study of principles, procedures, and practice of stage direction, with selection, analysis, casting, and rehearsal of a one-act play to be presented in the O'Connell Theatre.
- THEA A522 Creative Drama. (3)** Methods and techniques in developing and leading informal dramatic activity with children.
- THEA A526 Children's Theatre. (3)** (Prereq: consent of instructor) Special problems in producing plays for child audiences.
- THEA A529 Theatre Management. (3)** Problems involved in organizing, administering, and promoting the non-professional theatre.
- THEA A570 Advanced Acting. (3)** (Prereq: THEA A170, A370) Theory and practice in the development of a role and an understanding of the audience-actor relationship.
- THEA A575 Rehearsal and Performance. (3)** (Prereq: consent of instructor) An intensive laboratory course in repertory theatre.
- THEA A576 Rehearsal and Performance. (3)** (Prereq: consent of instructor) An intensive laboratory course in repertory theatre.
- THEA A596 Directed Internship in Theatre. (3)** (Prereq: Student has completed at least 85 hours and permission of instructor.) Supervised Professional Experience in Theatre. (Contract Required)

Other Courses Offered by the College of Arts, Humanities, and Social Sciences

Academic Support

- ASUP A110 Emerging Leader. (2)** (Prereq: Consent of instructor, 2.5 GPA and previous leadership experience) This course will offer an introduction to leadership development by examining a variety of leadership skills, with an emphasis on leadership styles. Through several assignments, students will actively examine their own abilities and develop critical skills needed to become leaders in their communities.
- ASUP A210 Citizen Leadership. (2)** (Prereq: 30 credit hours) This course provides the opportunity to apply leadership theory to active service learning experiences. Students will look at citizenship from a variety of perspectives and will reflect on their own roles as leaders and citizens. This course uses the PARE model (Preparation, Action, Reflection, and Evaluation) to develop critical thinking skills.
- ASUP A215 Diversity Leadership. (2)** Through engaging with standard models, theories, and practical experiences of diversity, equity, and inclusion students will be introduced to holistic approaches to diversity, practical applications of inclusion and equity, and addressing obstacles to building more diverse, equitable, and inclusive cultures. Completion of ASUP A110 encouraged but not required.
- ASUP A310 Leadership Exchange. (2)** (Prereq: 30 credit hours and consent of instructor) This course will offer students an in-depth analysis of an important social issue facing American society and how citizens can make a difference through their leadership and grassroots efforts. Travel to another part of the country will be required as part of the course.
- ASUP A410 College to Career. (1)** (Prereq: 75 credit hours) A study of the various transition issues faced as students move from college into the world of employment. Emphasis will be placed on the areas of job searching, analysis of transferable skills, and workplace and life-related issues (workplace ethics, etiquette, financial planning, civic engagement, etc.) The class will focus on how an individual's college experience has prepared him/her for life after graduation.
- UNIV A101 University 101. (1)** This course promotes a successful transition to college life for first-year students and provides the tools and strategies they need for a successful undergraduate experience. Topics may include critical thinking, information literacy, study skills, time management, personal growth, and career development.

Human Services

- HMSV A201 Introduction to Human Services. (3)** (Prereq: SOCY A101) An overview of the social services

approach to human problems. The course will include discussion of types of aid and human service agencies currently available in the United States and will examine basic philosophies and practices used in social services. (This course is for sociology majors electing a concentration in human services. It may not be used to satisfy the general education requirement in social sciences.)

Humanities

- HSSI A107 Southern Studies. (3)** "Southern Studies" is an interdisciplinary study of the South since the Civil War. Utilizing the skills of humanists and social scientists, an overview of the Southern tradition, changes, and recent political and social trends will be made. Perspectives on the South will be presented from the following fields as a minimum: history, literature, music, political science, religion and sociology. The course will utilize a team-teaching approach with numerous guest lecturers and presentations.
- HSSI A201 Peace Studies. (3)** An introduction to peace studies from the perspective of several academic disciplines. Topics may include the causes of war, ethical, and religious perspectives on peace, economic causes and consequences of conflict, and theories and practicalities of conflict resolution as they have been understood in a variety of cultures and traditions.
- HSSI A202 African American Studies. (3)** A comparative study of the history, politics and the arts of Africa and African America. Emphasis will be on the cross-cultural influences between Africans and African-Americans and the influence of the forced dispersal of the African people on American culture.
- HSSI A211 Issues in Women's Studies. (3)** This course is an interdisciplinary approach to the issues affecting women in contemporary society from the perspective of literature, politics, philosophy, sociology, religion, communication, and history.
- HSSI A301 Topics in Peace Studies. (3)** (Prereq: sophomore standing) An examination of one or more peace-related topics (e.g., conflict resolution, negotiation, forgiveness, human rights, poverty, social justice, literature of peace).

Study Abroad

- INTL A100 Study Abroad--USC Aiken Program. (1-16)** (Prereq: Successful completion of 24 credit hours.) Keeps a USC Aiken student actively enrolled while on a pre-approved USC Aiken exchange program. This class will charge USC Aiken tuition and requires pre-approval of the Office of Global Studies and Multicultural Engagement.
- INTL A101 Study Abroad-Non USC Aiken Program. (1-16).** (Prereq: Successful completion of 24 credit hours.) This course will facilitate the registration of students who participate on a pre-approved non-USC Aiken study abroad program. This class does not charge USC Aiken tuition and requires pre-approval of the Office of Global Studies and Multicultural Engagement.

ment. Students will provide a foreign transcript and receive a pass/fail grade for all coursework.

INTL A102 **Study Abroad Through Another U.S. Institution. (1-16)** (Prereq: Successful completion of 24 credit hours.) INTL A102 keeps a USC Aiken student actively enrolled while on a pre-approved non-USC Aiken study abroad program through another U.S. institution of higher education. This class does not charge USC Aiken tuition and requires pre-approval through the Office of Global Studies and Multicultural Engagement. Students will provide U.S.-based transcripts, and grades will factor into student's USC Aiken Collegiate Summary GPA.

College of Sciences and Engineering

Dr. Chad L. Leverette,
Dean of the College of Sciences and Engineering

The College of Sciences and Engineering consists of the Department of Biology and Geology; the Department of Chemistry and Physics; the Department of Exercise and Sports Science; the Department of Mathematical Sciences; the Department of Psychology, and the Ruth Patrick Science Education Center. The College offers the Bachelor of Science degree with majors in biology, chemistry, exercise and sports science, mathematics/computer science, process engineering, and psychology and the Bachelor of Arts degrees in biology and psychology. The College also offers a Master of Science degree in applied clinical psychology. The Ruth Patrick Science Education Center offers practicing teachers instruction ranging from one-hour workshops through formal graduate level instruction.

Two- and three-year curricula in most scientific fields including allied health sciences, engineering, geology and physics/astronomy are available. These two- and three-year curricula are coordinated with institutions of higher education such as USC Columbia, the Medical University of South Carolina, Clemson University, the College of Charleston, and the Medical College of Georgia where the student transfers to finish a baccalaureate degree.

The College offers full pre-medical, pre-dental, pre-pharmacy and pre-veterinary science curricula. One or more years in other pre-professional programs such as forestry, plant science, and agronomy also are available through the College.

Mission Statement

The mission of the USC Aiken College of Sciences and Engineering is to create and communicate scientific knowledge, serve as a community resource, and provide instruction and programs that offer students opportunities to learn the history, principles, theories, and concepts of the sciences through its teaching, scholarly activity, and service.

To that end, the College strives to:

- Provide general education experiences in the natural sciences, mathematical sciences, and psychology.
- Provide current and responsive curricula in specialized programs of study leading to baccalaureate degrees in biology, chemistry, exercise and sports science, mathematical sciences, process engineering, and psychology; to a Master of Science degree in Applied Clinical Psychology; and to non-degree programs in engineering, geology, physics, allied health, and pharmacy.
- Provide classroom, laboratory, and other experiences aimed at learning, practicing, and communicating the sciences.
- Provide students with academic experiences utilizing appropriate facilities, equipment, instrumentation, supplies, and information technology.
- Continue the professional development of its faculty.

Department of Biology and Geology

Dr. William H. Jackson, Jr., *Department Chair*

Professors

Allen J. Dennis (Geology),

Ph.D., University of South Carolina
SCANA Chair in Physical Sciences
Carolina Trustee Professor

Andrew R. Dyer (Plant Ecology),

Ph.D., University of California, Davis
Washington Group Endowed Chair in Sciences or Mathematical Sciences

S. Michele Harmon (Environmental Health Sciences),

Ph.D., University of South Carolina

William H. Jackson, Jr. (Immunology),

Ph.D., Medical College of Georgia

Derek A. Zelmer (Biology),

Ph.D., Wake Forest University

Associate Professors

April DeLaurier (Biochemistry),

Ph.D., University College of London

C. Nathan Hancock (Biochemistry),

Ph.D., University of Missouri

Virginia R. Shervette (Wildlife and Fisheries Sciences),

Ph.D., Texas A&M University

Michelle L. Vieyra (Biology),

Ph.D., University of South Carolina

Assistant Professors

Kelly A. Gibson (Marine Geology and Geophysics),

Ph.D., University of Miami

Mary Katherine Mills (Biology),

Ph.D., Kansas State University

Kristina M. Ramstad (Organismal Biology and Ecology),

Ph.D., University of Montana

Jessica C. Sullivan (Geological Science),

Ph.D., University of South Carolina

Instructors

Suchreet Mander (Cellular Biology/Anatomy),

Ph.D., Georgia Regents University

Laboratory Manager/Instructor

Bradley D. Reinhart (Environmental Toxicology),
M.S., University of Georgia

Adjunct Faculty

Elizabeth A. Burgess (Microbiology),
Ph.D., University of Georgia

J. Whitfield Gibbons (Zoology),
Ph.D., Michigan State University

Pam Steen (Biomedical Sciences),
Ph.D., Medical College of Georgia

Frank H. Syms (Geology),
Ph.D., University of South Carolina

Robert Van Pelt (Geology),
Ph.D., City University of New York

Distinguished Professors Emeriti

Hugh G. Hanlin (Zoology),
Ph.D., Oregon State University

William A. Pirkle (Geology),
Ph.D., University of North Carolina at Chapel Hill

Jeffrey M. Priest (Zoology/Wildlife Ecology),
Ph.D., Southern Illinois University

Harry E. Shealy, Jr. (Botany),
Ph.D., University of South Carolina

Garriet W. Smith (Microbiology),
Ph.D., Clemson University

John B. Westbrook (Zoology),
Ph.D., University of Georgia

Professor Emeritus

James R. Yates (Molecular Genetics),
Ph.D., State University of New York at Albany

Senior Instructor Emerita

Karin L. Willoughby (Geology),
M.S., Virginia Polytechnic Institute and State University

Department Mission Statement

The mission of the Department of Biology and Geology is to provide an engaging learning environment through excellence in teaching and active faculty and student scholarship. The Department's main purpose is to help students develop an understanding of the importance and application of the scientific method as it pertains to both the biological and geological sciences. This is accomplished through faculty/student interactions that reinforce the tenets of the scientific method and expose students to a diversity of discipline-specific problems and the means by which those problems are addressed.

Curricula

The Department offers a Bachelor of Science or Bachelor of Arts degree in biology, a minor in biology or geology, and up to three years of geology curriculum transferable to other undergraduate institutions. Additionally, the Department offers courses that support a number of other degrees and that satisfy the University's General Education Laboratory Science requirement. Students pursuing a biology degree must complete both general education and major requirements as listed in their specific program of study, as well as a minor or cognate. Biology majors may choose from a number of degree options, allowing each student, in consultation with an academic advisor, to tailor the degree to match individual interests. The biology degree culminates with a research-oriented capstone experience that provides students with a comprehensive overview of the methodologies of scientific research. To this end, the Department of Biology and Geology has a long history of providing students with the opportunity to integrate research experiences throughout their degree program. The Department offers a number of research courses that allow students to work closely with a faculty member in his/her research laboratory.

In addition to a traditional biology degree, The Department offers two Bachelor of Science degree concentrations: environmental remediation and restoration, which is designed for students who are interested in completing a curriculum with an environmental science focus, and molecular biology, which is designed for students who are interested in completing a curriculum that is focused on the molecular interactions that drive cellular/organism function. Each of these degree programs is designed to provide students with the background necessary to continue their education at the graduate level or to pursue a career related to the particular area.

Our Bachelor of Science degree in clinical laboratory science is designed to prepare students for an allied health career in a medical laboratory setting. Students choosing this degree program will complete coursework that satisfies both general education and major requirements. The major requirements for this program will prepare the student for the clinical training internships offered in collaboration with the University Health Care System in Augusta, GA. Students completing this degree will be prepared to sit for national certification examinations administered by the National Certifying Agency for Medical Laboratory Personnel (NCA) and the American Association of Clinical Pathologists (ASCP).

Departmental Goals

Students of biology and geology at USC Aiken are provided the opportunity to understand concepts, conduct research, communicate ideas, and accept responsibilities in scientific settings. Majors and non-majors study the history, laws, principles, and theories of biological and/or geological sciences. By graduation, students of biology and geology will have:

1. Developed critical thinking skills,
2. Applied the Scientific Method,
3. Developed research skills,
4. Demonstrated an understanding of the history, terminology, principles, and unifying theories of the Biological and/or Geological sciences.

More information about the biology program's mission, goals, faculty research interests, student research opportunities, and advisement is presented in the *Department of Biology and Geology Student Handbook* on the web at <https://www.usca.edu/biology-geology>.

Technological Literacy in Biology

To meet the requirement of computer competency, biology majors are required to successfully complete BIOL A121 and A122, Introductory Biology I and II; BIOL A305 Elementary Biostatistics; and either BIOL A490, Senior Seminar or BIOL A498, Research

Design, Implementation, and Analysis. Each requires computer competency.

Research and Teaching Facilities

The Department of Biology and Geology is housed in a modern, well-equipped building with attached greenhouses and research laboratories. The Department utilizes four additional teaching and research facilities representing diverse habitats: one located at the Highlands Biological Field Station, Highlands, N.C., a second located at the Belle Baruch Marine Science Laboratory in Georgetown, S.C., and a third at the Savannah River Environmental Sciences Field Station, Savannah River Site, Aiken, S.C.

Curriculum

The Bachelor of Science and Bachelor of Arts degrees with a major in Biology consist of five categories of courses to total a minimum of 120 semester hours:

1. **General Education Knowledge of Human Cultures and the Physical and Natural World**32-34
2. **General Education Intellectual and Practical Skills**.....16-17
3. **General Education Personal and Social Responsibility**.....3
4. **Courses in Major (Biology Courses)**40-45
5. **Cognate or Minor (Upper level courses that support the major)**.....12-19
6. **Elective Courses**2-17

Must be a minimum of 120 semester hours

It is the responsibility of each student to take the steps necessary to meet all requirements for the degree.

Cognate

The cognate consists of 12 semester hours of courses designed to support the biology major, and is generally distributed over multiple subjects/departments. The coursework required depends on the specific biology degree, either BA or BS, and is typically determined through consultation with the student's academic advisor. However, in general, the BS cognate is taken from chemistry, geology, and physics, while the BA cognate is taken from areas within the humanities or business.

Minor

A minor consists of approximately 18 semester hours of coursework in a single area and may be completed with either the BA or BS biology degree. The BS biology degree requires that the minor be taken from the College of Sciences, particularly Chemistry, Geology, Mathematics, or Psychology, while the BA biology degree allows students to complete a minor from either the Humanities or Business. The specific requirements are established by the department/school offering the minor program.

Undergraduate Research

The Department of Biology and Geology offers a series of biological and geological undergraduate research courses to build student skills and proficiency in critical thinking, decision making, data interpretation, and written and oral communication. These courses, designated A199, A299, and A399, provide interested students an opportunity to work directly with a faculty member to conduct independent research in either biology or geology. Students may begin as a Freshman with BIOL or GEOL A199 and continue through their Sophomore and Junior years with BIOL or GEOL A299 and A399. The series culminates with the senior capstone experience (BIOL or GEOL A499). In addition, all biology majors

are required to participate in our seminar series as part of the capstone experience.

Bachelor of Arts - Major in Biology

1. General Education Requirements..... 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 8
Chemistry A111 and A112 (two labs)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas)..... 6
Psychology, Sociology, Anthropology,
Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)¹..... 9
Communication (last two digits must be in 50s or 60s),
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion, Selected
Language courses, Humanities (HSSI acronym), Honors
(HONS acronym)

B. Intellectual and Practical Skills 15-16

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
2. Oral Communication..... 3
(COMM A201, COMM A241)
3. Math/Statistics/Logic 6-7
MATH 122 or MATH 141 required; additional hours to be taken from mathematics/statistics/logic. Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.).
4. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.
5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.
Not all sections of WI-approved courses are offered in the

WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements² 43-49

Biology A121, A122 8

Biology A350, A370 6

Biology A305 3

Two laboratory-designated courses (300* or 400-level) 6-8

Two 500-level courses 6-8

Two additional courses at the 300-level or above 7-8

*BIOL A399 may be used for three hours of laboratory-designated credit

Biology A498 4

Major elective: one additional geology (not GEOL A201) or 300-level or above biology course 3-4

3. Cognate or Minor 12-18

BA Biology majors may choose a minor from either Business or the College of Arts, Humanities, and Social Sciences; those who choose a cognate should first consult with their academic advisor to determine the courses that would best satisfy this requirement.

4. Electives^{3,4} 1-13

Total hours required 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a grade of C or better is required in Biology A121, A122, A350, and A370. No more than one D grade will be accepted in required biology courses. At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.

³ No more than three hours of activity courses may be counted as electives.

⁴ Physics A201 and A202 are highly recommended electives and are required for admission into some professional schools.

Bachelor of Science - Major in Biology

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 8

Chemistry A111 and A112 (two labs)

2. History of Civilization 3

(HIST A101 or HIST A102)

3. Social and Behavioral Sciences (two areas) 6

Psychology, Sociology, Anthropology, Economics, Political Science, Geography

4. Languages 6-8

(Two (2) semesters of the same language required.)

5. Humanities (at least two areas)¹ 9

Communication (last two digits must be in 50s or 60s)

History, Art History, Music History, Theatre History,

Literature, Philosophy (other than logic), Religion,

Selected Language courses, Humanities (HSSI acronym)

Honors (HONS acronym)

B. Intellectual and Practical Skills 15-16

1. English A101 and A102 6

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication 3

(COMM A201, COMM A241)

3. Math/Statistics/Logic 6-7

MATH A122 or MATH A141 required; additional hours to be taken from mathematics/statistics/logic.

Students should take math in their first year of enrollment at USC Aiken (unless they already completed general education requirements for math through concurrent enrollment, AP, etc.).

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements² 43-49

Biology A121, A122 8

Biology A350, A370 6

Biology A305 3

Two laboratory-designated courses (300* or 400-level) 6-8

Two 500-level courses 6-8

Two additional courses at the 300-level or above 7-8

*BIOL A399 may be used for three hours of laboratory-designated credit

Major elective: one additional geology (not GEOL A201) or 300-level or above biology course..... 3-4

BIOL A490 OR GEOL A490 AND BIOL A499 OR GEOL A499

OR

BIOL A498

Major elective: one additional geology (not GEOL A201) or 300-level or above biology course..... 3-4

3. Cognate or minor..... 12-18

B.S. Biology majors who choose to complete a minor must select from an available minor within the College of Sciences; those who choose a cognate may select from one of three cognate concentrations:

Option 1. Geology Concentration

Option 1 can be satisfied by upper level geology:

Three courses taken from the 300-, 400- or 500-level . 12

Students pursuing this cognate must first complete GEOL A101 and any other pre-requisite for a given upper level geology course.

Option 2. Physics/Organic Chemistry Concentration

Option 2 can be satisfied by a combination of physics and organic chemistry.

Physics (A201, A202, or A211, A212) 4-8

Organic Chemistry (A331, A331L, A332, A332L) 4-8

Option 3. Geology/Organic Chemistry Concentration

Geology 300 level or above..... 4

Organic Chemistry (A331 and A331L) 4

Additional upper-level physical science (geology, chemistry, or physics) 4

Option 4. Physical/Behavioral Sciences

Option 4 can be satisfied by completing 12 credit hours from any of the cognate courses within the College of Sciences and Engineering. These courses include

Geology 300-and above, Chemistry 300-level and above, Physics 200 and above, Mathematics A141 or A142, or STAT A509 or A510, Psychology 300-and above. Note that some approved courses are 3 credit hours.

Three to four courses taken from the list above 12

4. Electives³ 1-13

Total hours required 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a grade of C or better is required in Biology A121, A122, A350, and A370. No more than one D grade will be accepted in required biology courses. At least sixteen hours of the Biology Major Requirements must be completed at USC Aiken.

³ No more than three hours of activity courses may be counted as electives.

Bachelor of Science -

Major in Biology.

Concentration in Environmental Remediation and Restoration

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 8

Chemistry A111 and A112 (two labs)

2. History of Civilization 3

(HIST A101 or HIST A102)

3. Social and Behavioral Sciences (two areas) 6

Psychology, Sociology, Anthropology, Economics, Political Science, Geography

4. Languages 6-8

(Two (2) semesters of the same language required.)

5. Humanities (at least two areas)¹ 9

Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15-16

1. English A101 and A102 6

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication..... 3

(COMM A201, COMM A241)

3. Math/Statistics/Logic 6-7

MATH A122 or MATH A141 required; additional hours to be taken mathematics/statistics./logic. Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.).

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3

(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements² 43-47

Biology A121, A122 8

Biology A370, A390 6

Biology A335 4

Biology A305 3

Two laboratory-designated courses (300* or 400-level) 6-8

*BIOL A399 may be used for up to 3 hours of laboratory-designated credit.

One additional course at the 300-level or above 3-4

Two 500-level environmental science courses (BIOL A577, A578, or A579) 6

One of the following options 4

Biology **OR** Geology A490 **AND** Biology **OR** Geology A499 **OR** Biology A498 4

Major elective: one additional geology (not GEOL A201) or 300-level or above biology course 3-4

3. Cognate for BS Biology with ERR Concentration 12

Organic Chemistry (A331 and A331L) 4

Geology 300 level or above 4

Additional upper level physical science (choose from Geology, Chemistry, or Physics) 4

4. Electives^{3, 4} 9-13

Total hours required 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a grade of C or better is required in Biology A121, A122, and A370. No more than one D grade will be accepted in required biology courses. At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.

³ No more than three hours of activity courses may be counted as electives.

⁴ Physics A201 and A202 are highly recommended electives and are required for admission into some professional schools.

Bachelor of Science -

Major in Biology

Concentration in Molecular Biology

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 8

Chemistry A111 and A112 (two labs)

2. History of Civilization 3

(HIST A101 or HIST A102)

3. Social and Behavioral Sciences (two areas) 6

Psychology, Sociology, Anthropology, Economics, Political Science, Geography

4. Languages 6-8

(Two (2) semesters of the same language required.)

5. Humanities (at least two areas)¹ 9

Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15-16

1. English A101 and A102 6

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication 3

(COMM A201, COMM A241)

3. Math/Statistics/Logic 6-7

MATH A122 or MATH A141 required; additional hours to be taken mathematics/statistics./logic. Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.).

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio

under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements² 46-47

Biology A121, A122 8

Biology A318 and A350 or A370 6

Biology A305 3

Biology A330 4

Biology A340 4

Biology A325 or A360 4

Biology A502 3

Biology A541 4

Biology A550 3

One laboratory designated course (300* or 400-level) 3-4

*BIOL A399 may be used for three hours of laboratory-designed credit

BIOL A490 or Geology A490 1

Biology A499 3

3. Cognate for BS Biology with Molecular Biology Concentration 12

Organic Chemistry (A331 and A331L) 4

Physics A201 4

Additional chemistry or physics (CHEM A332 and CHEM 332L, CHEM A550, or PHYS A202) 4

4. Electives^{3,4} 7-14

Total hours required 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a grade of C or better is required in Biology A121, A122, A318, and A350. No more than one D grade will be accepted in required biology courses. At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.

³ No more than three hours of activity courses may be counted as electives.

⁴ Physics A201 and A202 are highly recommended electives and are required for admission into some professional schools.

Clinical Laboratory Science Program

Clinical laboratory scientists perform, develop, evaluate, and correlate and assure accuracy and validity of laboratory information; direct and supervise clinical laboratory resources and operations; and collaborate in the diagnosis and treatment of patients. The Bachelor of Science degree in Clinical Laboratory Science at the University of South Carolina Aiken is awarded upon successful completion of CLS curriculum and includes one year of clinical training which is delivered in collaboration with the University Health Care System in Augusta, GA. Students may complete the clinical component during their senior year as part of a 3+1 program. Alternately, a student may elect to complete the Molecular Biology concentration before applying for the year of clinical study (4+1 program).

Admission Requirements

Admission to the University of South Carolina is determined by standard admission requirements.

Admission to the CLS Program

Students should declare a major in Clinical Laboratory Science (CLS) early in their academic career to assure appropriate advisement.

Enrollment in the CLS program is a two-step admission process that includes regular admission to USC Aiken and a separate competitive admission into the CLS clinical component. USC Aiken admission does not guarantee acceptance into the clinical program. Students may apply to the clinical program during the junior year upon successful completion of at least 60 hours in the CLS curriculum and must have a 2.75 or higher cumulative GPA. Space in the clinical component is limited to 12 students per year and participants will be chosen on a competitive basis by the CLS Admission committee.

Progression and Retention

Students must maintain a 2.75 or higher GPA to remain in the program. Students not meeting the minimum GPA requirement, or those who fail to gain admittance into a clinical program, may choose to complete the BS degree program in Molecular Biology concentration.

Transfer Credit

A transfer credit summary will be prepared by the Office of the Registrar after receipt of a student's official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.

2. Students may transfer equivalent courses within the major. The courses must meet the University requirements for transfer credit. The last 25% of credit must be earned in residence at USC Aiken.

Health Requirements

Students are required to meet health requirements of the University. Before students enter the clinical laboratory internship, they are required to

1. Provide evidence of annual tuberculosis screening.
2. Provide evidence of immunity to specific diseases as required by University Health Care System.

Students are encouraged to carry accident and illness insurance.

Application for Licensure as a Clinical Laboratory Scientist

Students who successfully complete the clinical component of the degree may sit for certification as a Clinical Laboratory Scientist from the National Accrediting Agency for Clinical Laboratory Scientists.

Criminal Background Check

A criminal background check will be required.

Attendance Policy

Classroom attendance is expected. Attendance in the clinical component is required to pass the course. In the event of an unavoidable absence, the student must give prior notification to the clinical professor. An arrangement for missed/excused work is made at the discretion of the course coordinator.

Student Release Form

Students are required to sign a student release form. This form includes the following statements:

I hereby release the Department of Biology and Geology, the University of South Carolina Aiken, and the University Health Care System from responsibility for any injury or illness to me (and if pregnant, my unborn baby) during the clinical internship. I understand that risks do exist for me (and if pregnant, my unborn baby) while interning in the clinical laboratory and I do assume any and all risks involved.

Bachelor of Science - Clinical Laboratory Sciences

1. General Education Requirements.....50-53

A. Knowledge of Human Cultures and the Physical and Natural World32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 8
Chemistry A111 and A112 (two labs)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas)..... 6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)¹..... 9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15-16

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill

general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication..... 3
(COMM A201, COMM A241)

3. Math/Statistics/Logic 6-7
MATH A122 or MATH A141 required; additional hours to be taken mathematics/statistics./logic. Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.).

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements^{2,3} 39

- Biology A121, A1228
- Biology A318, A3506
- Biology A3053
- Biology A3304
- Biology A3404
- Biology A3604
- Biology A5023
- Biology A5414
- Biology A5503

3. Cognate4

- Chemistry A331/A331L.....4

4. Clinical Laboratory Science Internship⁴.....26

- Clinical Laboratory Science Internship I 14
- BIOL A441 Introduction to Clinical Laboratory Science, Phlebotomy, and Point of Care Testing 1
- BIOL A442 Clinical Immunology (Serology)3
- BIOL A443 Clinical Hematology and Hemostasis4
- BIOL A444 Clinical Immunohematology (Blood Bank) ...4

BIOL A445 Urinalysis and Body Fluids.....	2
Clinical Laboratory Science Internship II	12
BIOL A551 Clinical Laboratory Operations & Management; Introduction to Anatomic Pathology and Cytopathology	2
BIOL A452 Clinical Chemistry	4
BIOL A453 Clinical Microbiology	6

5. Clinical Practicum

Completion of a semester-long practical component during which students will process and test patient samples under the direct supervision of a laboratory preceptor at University Hospital in Augusta, GA. Students will rotate through four areas of the clinical laboratory: hematology, immunohematology, chemistry/immunology, and microbiology.

Total hours required..... 120

¹ For a list of courses that will meet the Humanities General Education requirement, refer to Academic Affairs and Regulations.

² Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a grade of C or better is required in Biology A121, A122, A350. No more than one D grade will be accepted in required biology courses.

³ At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.

⁴ The clinical internship requires admission into the CLS Clinical Component. Students may not take additional coursework during the clinical internships.

Bachelor of Science - Earth Systems Science

1. General Education Requirements..... 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 8
Chemistry A111 and A112 (two labs)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas)..... 6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)¹..... 9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15-16

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment,

AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication..... 3
(COMM A201, COMM A241)

3. Math/Statistics/Logic 6-7

MATH A122 or MATH A141 required; additional hours to be taken mathematics/statistics./logic. Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.).

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements² 44

Three Introductory Courses

- GEOL A101 and A103 8
- BIOL A122 4

One course from the Hydrosphere Series

- GEOL A301 or A401 4

The Atmosphere

- GEOL A303 4

One course from the Biosphere Series

- GEOL A305 or A405 4

One course from the Lithosphere Series

- GEOL A325 or A331 4

Acquisition and Analysis of Data

- GEOL A305, A363, A405, A425, or A431 4

Major Elective

- two additional GEOL 300-500 level courses 8

Research Component

- BIOL A490 or GEOL A490 and GEOL A499..... 4

3. Cognate or Minor 12-18

B.S. Earth Systems Science majors who choose a minor must select from an available minor from within the College of Sciences and Engineering. Those who choose a cognate may select from one of the following cognate concentrations:

Option 1. Biology Concentration..... 12

Option 1 may be satisfied by courses taken from upper-level biology: BIOL A316, A320, A335, A370, A390, A525, A528, A560, A577, A578, A579.

Option 2. Chemistry/Physics Concentration..... 12

General Chemistry II (CHEM A112) 4

Physics (PHYS A201 or A211) 4

Additional upper-level physical science..... 4

Choose from CHEM A311 and A311L, CHEM A321 and A321L, CHEM A331 and A331L, CHEM A541 and A541L, CHEM A542 and A542L, PHYS A202, or PHYS A212.

Option 3. Physical Sciences/Mathematics 12

Option 3 can be satisfied by completing 12 credit hours from upper-level chemistry, physics, mathematics, or computer science.

4. Electives³..... 5-14

Total hours required..... 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² Students must have a minimum GPA of 2.0 in geology courses to graduate. In addition, a grade of C or better is required in all ESS courses counting towards the degree. At least 16 hours of the Earth Systems Science major requirements must be completed at USC Aiken.

³ No more than three hours of activity courses may be counted as electives.

Minor in Biology

Non-biology majors may choose to support their major by completing a minor in biology. Prerequisites for courses used toward the minor in Biology are Biological Science I and II (BIOL A121 and A122). The Biology Minor consists of a minimum of 15 hours at or above the 300-level. At least seven hours toward the Biology minor must be completed at USC Aiken.

Minor in Geology

Majors in other disciplines may choose to support their major by completing a minor in geology. Geology 101 (Physical Geology) is the prerequisite for courses used toward a minor in geology. At least seven hours toward the Geology minor must be completed at USC Aiken. The Geology Minor consists of a minimum of 15 hours drawn from the following:

GEOL A102 Historical Geology 4

GEOL A311 Paleontology 4

GEOL A325 Depositional and Diagenetic Environments..... 4

GEOL A331 Structural Geology..... 4

GEOL A335 Igneous and Metamorphic Environments..... 4

GEOL A336 Introduction to Geophysics..... 4

GEOL A398 Topics in Geology 1-4

GEOL A401 Environmental Geomorphology 4

GEOL A425 Coastal Field Geology 4

GEOL A431 Southern Appalachian Geology 4

GEOL A500 Field Geology 6

GEOL A570 Environmental Hydrogeology 3

GEOL A571 Environmental Hydrogeology Laboratory 1

GEOL A598 Advanced Topics in Geology 1-4

Total hours required¹ 15

¹ All courses in the minor must be passed with a grade of C or better

BIS Concentration in Biology and Geology

A BIS program can be structured for students whose interests are in both biology and geology. Such a program may be particularly appropriate for students with interests in the study of the environment. Students should contact the Director of BIS or the chairperson of the Department of Biology and Geology for more details.

General Education Laboratory Requirement

It is Department policy that students not enroll in one-hour independent study experiences to complete General Education Lab Science requirements. Exceptions will not be granted.

Course Descriptions

Biology (BIOL)

BIOL A103 Plant Science. (4) Plant Science is designed to introduce non-biology majors to science and the scientific method through the concepts of botany. The significance of plants, plant development, physiology, genetics, evolution, and ecology will be considered. Three lecture hours and three lab hours per week. This course satisfies the General Education Laboratory Science requirement. Students who earned credit for BIOL A200 may not earn credit for BIOL A103.

BIOL A104 Human Biology. (4) Human biology is designed to introduce non-biology majors to science and the scientific method through the concepts of human biology. Topics include an overview of human anatomy and physiology, immunity and disease, cancer biology, and genetics. Three lecture and three laboratory hours per week. This course satisfies the General Education Laboratory Science requirement. Students who earned credit for BIOL A205 may not earn credit for BIOL A104.

BIOL A105 Genetics and Society. (4) Genetics and Society is designed to introduce non-biology majors to science and the scientific method through the concepts of genetics. Basic genetic principles emphasizing human heredity and the relevance of recent advances in genetics will be considered. Three lecture and three laboratory hours per week. This course satisfies the General Education Laboratory Science requirement. Students who earned credit for BIOL A206 may not earn credit for BIOL A105.

BIOL A106 Environmental Life Science. (4) Environmental Life Science is designed to introduce non-biology

majors to science and the scientific method through the concepts of ecology and environmental issues. Although the specific focus of each section may vary, all sections will address the basic biological and ecological principles that govern organismal and environmental interactions. Three lecture hours per week and three laboratory hours per week. This course satisfies the General Education Laboratory Science requirement.

- BIOL A121 Biological Science I. (4)** Biological principles and concepts through the cellular level of organization including evolutionary processes. This is one of two required introductory courses for biology majors and students in related disciplines. Three lecture and three laboratory hours per week. Students who earned credit for BIOL A101 may not earn credit for BIOL A121.
- BIOL A122 Biological Science II. (4)** Biological principles and concepts from the tissue through ecosystem levels of organization including evolutionary processes. This is one of two required introductory courses for biology majors and related disciplines. Three lecture and three laboratory hours per week. Students who earned credit for BIOL A102 may not earn credit for BIOL A122.
- BIOL A199 Biological Research I. (2)** (Prereq: departmental permission, four hours of biology credit). An independent study course in which students will conduct a literature review and write a proposal for a research project or conduct a preliminary research project. This course is intended for freshman or sophomore biology majors. To successfully complete this course, students must produce a written proposal for future research or a written or oral report of results. May not be used to meet general education requirements or for biology major credit. This course may be repeated for a maximum of four credits. Contract required.
- BIOL A232 Anatomy. (4)** A survey of human anatomy to include the development, histology, and gross anatomy of human systems with a laboratory emphasis on gross anatomy. The organizational structure and integration of human systems are stressed. Required of students in exercise science, nursing, and pre-pharmacy. Not available for major credit in biology. Three lecture and three laboratory hours per week.
- BIOL A242 Physiology. (4)** (Prereq: BIOL A232 (Grades of C or better in CHEM A101 or A111)) A survey course that encompasses all major organ systems of the human body. All explanations begin at the cellular level and include the biochemical mechanisms at this level. Therefore, a basic understanding of biology and chemistry is required. Knowledge of anatomy is necessary for successful completion of this course. Required of students in nursing and pre-pharmacy. Not available for major credit in biology. Three lecture and three laboratory hours per week.
- BIOL A243 Human Anatomy and Physiology I (4)** (Co-req: CHEM A101 or A111). Functional anatomy and physiology of the human body, including basic cellular functions, tissue organization, integumentary, skeletal, muscular, and nervous systems. The laboratory will introduce the student to the principles of anatomy and physiology as demonstrated by microscopic studies, animal dissections, and physiological experiments.

- BIOL A244 Human Anatomy and Physiology II (4)** (Prereq: Grades of C or better BIOL A243 and CHEM A101 or A111). Functional anatomy and physiology of the human body, including the cardiovascular, respiratory, endocrine, digestive, urinary, and reproductive systems. The laboratory will introduce the student to the principles of anatomy and physiology as demonstrated by microscopic studies, animal dissections, and physiological experiments.
- BIOL A250 Microbiology. (4)** (Prereq: (Grades of C or better in BIOL A243 and A244 or EXSC A223 and CHEM A101)) An introduction to bacteria and viruses, emphasizing structure, metabolism, and pathogenesis. Discussion of infectious diseases, antigen-antibody relationships, and anti-microbial agents in chemotherapy. Three lecture and three laboratory hours per week. Not available for biology major credit.
- BIOL A299 Biological Research II. (2)** (Prereq: departmental permission, eight hours of biology credit). An independent study course in which students will propose and complete a research project. This course is intended for sophomore or junior biology majors. In order to successfully complete this course, students must: actively participate in lab or field activities (to include regular meetings with their mentor) and produce a written or oral report of results. May not be used to meet general education requirements or for biology major credit. This course may be repeated for a maximum of four credits. Contract required.
- BIOL A302 Cell and Molecular Biology. (4)** (Prereq: Grades of C or better in BIOL A121 and A122 and CHEM A111.) Principles of prokaryotic and eukaryotic cell structure, molecular organization, and physiology. Genome organization and expression. Cell growth, division, and cell-cell interactions. Three lecture and three lab hours per week.
- BIOL A305 Elementary Biostatistics. (3)** (Prereq: Grades of C or better in BIOL A121, A122 and MATH A108L or MATH A108) An introduction to fundamental statistical methods as they apply to the biological and life sciences. Topics covered include experimental design, descriptive statistics, probability, one-and two-sample models for population means, analysis of frequencies, correlation, linear regression, ANOVA, and Monte Carlo approaches to hypothesis testing.
- BIOL A316 Vertebrate Zoology. (4)** (Prereq: Grades of C or better in BIOL A121 and A122) Morphology, systematics, evolution, life history, distribution, and ecology of vertebrates. Laboratory study will emphasize native species. Field trips and collections required. Three lecture and three laboratory hours per week.
- BIOL A318 Vertebrate Evolution. (3)** (Prereq: Grades of C or better in BIOL A121 and A122) An introduction to the origins and adaptations of a range of vertebrates, including phylogeny and anatomy. Discussions will focus on how traits evolved differently between vertebrate taxa, and how distinct anatomical innovations enabled complex behaviors. Students will be exposed to the way in which vertebrate traits develop in embryos, and how genetic factors control the development of traits. Three lecture hours per week.

BIOL A320	Principles of Botany. (4) (Prereq: Grades of C or better in BIOL A121 and A122) A survey of extant plant phyla including structure, physiology, development, evolution, and ecology. Three lecture and three laboratory hours per week.	connectivity, detecting selection, and quantifying levels of gene expression. Students will gain practical skills in genomic data analysis. Three lecture and three laboratory hours per week.
BIOL A325	Plant Physiology. (4) (Prereq: Grades of C or better in BIOL A121 and A122; prereq or coreq: CHEM A112). Principles of plant physiology with an emphasis on higher plants. Topics include water balance, mineral nutrition, and growth and development responses to hormones, light, and stress. Three lecture and three laboratory hours per week.	BIOL A360 Animal Physiology. (4) (Prereq: Grades of C or better in BIOL A121 and A122, CHEM A111) Cellular, systemic, and organismal principles with a significant emphasis upon comparative aspects of animal physiology. Three lecture and three laboratory hours per week.
BIOL A330	Fundamentals of Microbiology. (4) (Prereq: Grades of C or better in BIOL A121 and A122 and CHEM A111). An introduction to the Bacterial and Archeal Domains, emphasizing phylogenetics, metabolic diversity, genetic regulation, and physiological activities. Discussion of signal transduction pathways, genetic transfer mechanisms, symbiosis, and the ecological significance of these processes. Three lecture hours and three laboratory hours per week.	BIOL A365 Animal Nutrition. (3) (Prereq: Grades of C or better in BIOL A121 and A122) Basic concepts of companion animal nutrition including a survey of the primary macromolecules, vitamins and minerals; comparative anatomy and physiology of metabolic, digestive and urinary systems; analysis and comparison of commercially available feeds; nutrient requirements for specific animal species and life stages. Three lecture hours per week.
BIOL A335	Microbial Ecology. (4) (Prereq: C or better in BIOL A121, BIOL A122, and CHEM A111) Microbial Ecology will introduce students to ecological principles as they apply to microorganisms, as well as evolution, biochemical communication, and other factors related to how microorganisms adjust and modify their environment. Examples of symbiosis and other evolutionary mechanisms will be considered in the context of infectious disease. Three lecture hours and three laboratory hours per week.	BIOL A366 Animal Behavior. (4) (Prereq: Grades of C or better in BIOL A121 and A122 or better or departmental permission) An introduction to the mechanistic and evolutionary components of animal behavior including the nervous system, sensory systems, hormones, and genetics as well as a survey of general behaviors such as habitat selection, feeding, mating, communication, and aggression. One Saturday field trip required. Three lecture and three laboratory hours per week.
BIOL A336	Biology of Fishes. (4) (Prereq: Grades of C or better in BIOL A121 and A122) Overview of biology, evolution, ecology, and conservation of fishes including aspects of systematics, distribution, morphology, life history, and behavior with special emphasis on freshwater and marine species of the Southeastern U.S. Field trips and collections required. Three lecture and three laboratory hours per week.	BIOL A367 Neurobiology (4) (Prereq: Grades of C or better in BIOL A121 and A122 or departmental permission) An introduction to the structure and function of the human nervous system to include basic neuroanatomy, neurophysiology, and interaction/cooperation between systems. Emphasis will be placed on cellular processes and communication. The lab will focus on brain dissection and electrophysiological demonstrations/student designed experiments. Three lecture and three lab hours per week.
BIOL A340	Virology. (4) (Prereq: Grades of C or better in BIOL A121 and A122) Basic virologic concepts including viral diseases, virus-cell interactions, and patterns of viral replication. The course will primarily cover those viruses involved in human disease. Three lecture and three laboratory hours per week.	BIOL A370 Ecology and Evolution. (3) (Prereq: Grades of C or better in BIOL A121 and A122 and MATH A111 or MATH A122 or A141) Introduction to the theory of ecological interactions, population biology, evolutionary processes, and adaptive strategies of organisms. Three lecture hours per week.
BIOL A350	Fundamental Genetics I. (3) (Prereq: Grades of C or better in BIOL A121 and A122) Principles of transmission and molecular genetics; quantitative inheritance; recombination; biochemical aspects of gene function and regulation; development and population genetics. Examples drawn from microorganisms, plants, animals, and man. Three lecture hours per week.	BIOL A381 Tropical Marine Biology. (3) (Prereq: Grades of C or better in BIOL A370 or departmental permission) The objective of this course is to provide an overview of tropical marines ecosystems and their biological communities with a special focus on coral reefs and coral reef organisms. There will be a strong emphasis on systematics, taxonomy, and the ecology of dominant taxa and species. Each day will consist of lectures and trips to the field. A large portion of the time in the field will be spent snorkeling on near-shore patch reefs and surveying coastal and inland environments. Course is taught at a field station in the tropics. Special permission required. Additional fees assessed for travel and field station use. Students may count only BIOL A381 or BIOL A575 Topics in Ecology: Ecology of the Bahamas for major credit in Biology. Students who earned credit for BIOL A581 may not earn credit for BIOL A381.
BIOL A352	Applied Population Genomics. (4) (Prereq: Grades of C or better in BIOL A121 and A122) This course provides instruction in both the conceptual and practical aspects of population genomics. The first part of the class will explore basic population genetic theory and technique, then shift focus to genomics by extending these concepts to next generation sequencing and analysis of whole genomes broadly. Topics covered will include assessing genetic diversity, population structure and	BIOL A390 Environmental Science and Human Health. (3) (Prereq: Grades of C or better in BIOL A121 and

A122 and CHEM A111) A focus on the interactions between humans and the environment. Course provides information on environmental quality and the impact of environmental degradation on human health, wildlife, and other bioreceptors in aquatic and terrestrial ecosystems. The course will address environmental stressors and pollution, their sources in the environment, their modes of transport and transformation, and their ecological and human health effects. Three lecture hours per week.

BIOL A398 Special Topics (Biology). (3-4) (Prereq: C or better in BIOL A121 and A122) Selected topics in biology not covered in existing 300-level courses. Laboratory and field experiences may be included if appropriate.

BIOL A399 Biological Research III. (3) (Prereq: departmental permission, 12 hours of biology credit) An independent study course in which students will propose and complete a research project. This course is intended for junior or senior biology majors. In order to successfully complete this course students must: actively participate in lab or field activities (to include regular meetings with their mentor), produce a written or oral report of results, and prepare a formal proposal for their Senior Research project (unless taken after completion of the Senior Research requirement). This course may be repeated for a maximum of 6 hours of credit, three of which may be used towards the biology major. Contract required.

BIOL A410 Applied Environmental Health. (3) (Prereq: Grades of C or better in BIOL A121 and A122) This is a lab-designated course designed to provide students with an illustration of the concepts of environmental science in an active learning environment. Activities will include experiments, team projects, data analyses, and scientific report writing. The course will address environmental stressors and pollution, their sources in the environment, and the potential ecological and public health effects. Three laboratory hours per week.

BIOL A412 Applied Biotechnology. (3) (Prereq: Grades of C or better in BIOL A121 and A122) This course is designed to expose biology students to the theory and practice of modern biotechnology. It will include lectures focused on technologies being used to make biological discoveries and to benefit society. The laboratory portion will teach real world skills including the scientific process, bioinformatics, molecular biology techniques, and gene expression/phenotyping using yeast as a model organism. Three laboratory hours per week.

BIOL A414 Applied Population Genetics. (3) (Prereq: Grades of C or better in BIOL A121 and A122) This course will provide instruction in both the conceptual and practical aspects of population genomics including basic population genetic theory and techniques, next generation sequencing, and broad analyses of whole genomes. Topics covered will include assessing genetic diversity, population structure and connectivity, detecting selection, and quantifying levels of gene expression. Students will gain practical skills in lab work (DNA extraction, gel electrophoresis, PCR) and genomic data analysis (e.g. analysis of RADseq and RNAseq data, BLASTing). Three laboratory hours per week.

BIOL A416 Field Ecology. (3) (Prereq: Grades of C or better in BIOL A121 and A122) An introduction to the

theoretical and practical aspects of sampling organisms to address ecological questions in terrestrial and aquatic environments. Field trips required. Three laboratory hours per week.

BIOL A418 Comparative Vertebrate Anatomy. (3) (Prereq: Grades of C or better in BIOL A121 and A122) Phylogenetic and embryonic aspects of vertebrate anatomy and physiology. Three laboratory hours per week.

BIOL A440 Medical Technology Internship I. (12) (Prereq: Completion of the three-year academic portion of the Clinical Laboratory Science Program or equivalent; admission to the clinical program) A full-term didactic internship under the direction of hospital instructional staff. Coursework will include Urinalysis and Body Fluid Analysis, Phlebotomy, Clinical Chemistry and Toxicology, Hematology/Coagulation, Microbiology including bacteriology, mycology, parasitology, and virology, Immunohematology, and Laboratory Leadership Management.

BIOL A441 Introduction to Clinical Laboratory Science, Phlebotomy, and Point of Care Testing (1). (Prereq: Completion of the three-year academic portion of the Clinical Laboratory Program or equivalent; admission into the clinical program) The fundamentals of Clinical Laboratory Science (CLS), principles and concepts of phlebotomy, and Point of Care Testing (POCT). CLS topics include laboratory safety, regulatory requirements, basics of quality control and assurance, standards of behavior, professionalism, ethics, compliance, specimen handling procedures, laboratory equipment, education methods, effective communication and team building. An introduction to phlebotomist duties, universal precautions, factors to be considered in venipuncture sites, equipment and supplies needed to collect blood, the proper order of draw and specimen collection techniques, adverse effects of improper venipuncture technique and documentation procedures. An overview of the emerging specialty of point of care testing (POCT) through discussions on the history and utility of POCT, various aspects of the analytical performance, regulatory requirements, and laboratory hospital management.

BIOL A442 Clinical Immunology (Serology) (3) (Prereq: Completion of the three-year academic portion of the Clinical Laboratory Program or equivalent; admission into the clinical program) A study of the principles of clinical immunology relative to antigen/antibody structure and function, disease states and clinical serologic testing methodologies.

BIOL A443 Clinical Hematology and Hemostasis (4) (Prereq: Completion of the three-year academic portion of the Clinical Laboratory program or equivalent; admission into the clinical program) A study of the principles of clinical hematology, cellular components, and hemostasis (coagulation) relative to disease states and clinical testing methodologies.

BIOL A444 Clinical Immunohematology (Blood Bank) (4) (Prereq: Completion of the three-year academic portion of the Clinical Laboratory Program or equivalent; admission into the clinical program) A study of the principles of clinical immunohematology (blood bank) relative to the ABO and Rh blood group system, various other erythrocyte antigen systems, ABO discrepancies, antibody screening,

antibody identification, compatibility testing, donor requirements, preparation of blood components relative to transfusion medicine, disease states and clinical testing methodologies.

BIOL A445 Urinalysis and Body Fluids (2) (Prereq: Completion of the three-year academic portion of the Clinical Laboratory Program or equivalent; admission into the clinical program) A study of the principles of the physical, chemical and microscopic analysis of urine and non-blood body fluids relative to disease states and their clinical testing methodologies.

BIOL A450 Medical Technology Internship II. (12) (Prereq: Completion of BIOL A440; positive recommendation from Program Director) A continuation of the clinical internship for the Clinical Laboratory Science program. This internship consists of clinical training under the direction of instructors at University Hospital (University Health Care System). Clinical training will include Microbiology, Clinical Hematology, Clinical Chemistry, Blood Banking, Urinalysis and Body Fluid Analysis, Serology, Histology, Phlebotomy, and Laboratory Leadership and Management.

BIOL A451 Clinical Laboratory Operations & Management; Introduction to Anatomic Pathology & Cytopathology (2) (Prereq: Completion of Clinical Laboratory Science Internship I) A study of the principles of laboratory operations and management, and an introduction to anatomic pathology and cytopathology. Topics include today's hospital and laboratory structure, healthcare delivery systems, human resource management, principles of financial management and laboratory process improvement and research design. An overview of anatomical pathology and cytopathology, basic specimen preparation and processing, and pathological diagnosis.

BIOL A452 Clinical Chemistry (4) (Prereq: Completion of Clinical Laboratory Science Internship I) A study of the principles of the clinical chemistry relative to qualitative and quantitative analysis of blood and other body fluids, disease states and their clinical testing methodologies. Discussion and identification of the quantitative and qualitative analyses of body fluids that includes the study of acid-base, electrolytes, carbohydrates, lipids, proteins, enzymes, nitrogen-containing compounds, vitamins, endocrinology, as well as toxicology and therapeutic drug monitoring.

BIOL A453 Clinical Microbiology (6) (Prereq: Completion of Clinical Laboratory Science Internship I) A study of the principles of clinical microbiology relative to disease states and clinical testing methodologies. The course will focus on the discussion and identification bacterial, mycobacterial, parasitic, viral and fungal human pathogens and their pathogenesis, epidemiology, clinical manifestations, infectious diseases and antimicrobial agents.

BIOL A490 Senior Seminar. (1) (Prereq: Senior status) A seminar series designed to introduce students to current research in biology and geology through weekly seminars by faculty, visiting scientists, and USC Aiken biology majors. This course must be taken as a co-requisite with departmental capstone courses, BIOL A499 or GEOL A499. Students enrolled in Senior Seminar will be expected to pose a question of scientific significance and prepare

a research proposal describing an appropriate experimental design to answer the question. Research proposals will be evaluated based on the student's ability to answer the question, propose pertinent experiments to test the question, and to make proper use of the scientific literature. The course will culminate in student oral presentations of work conducted in the capstone course.

BIOL A498 Research Design, Implementation, and Analysis. (4) (Prereq: Senior status) A capstone experience designed to provide a comprehensive overview of the methodologies of biological research with emphasis on hypothesis formation, experimental design, data analysis, and interpretation through reviews of the scientific literature. Students will learn and practice techniques for data calculation, analysis, and presentation. Class times will also be dedicated to the development of the skills necessary to present scientific results to a wider audience through discussion of techniques observed in the departmental seminars. Three lecture hours per week and attendance at Friday departmental seminars.

BIOL A499 Applied Biological Research Design, Implementation and Analysis. (3) (Prereq: departmental permission; and senior status; Coreq: BIOL A490 or GEOL A490). A capstone experience designed to introduce students to the planning and execution of research and the presentation of research findings. Students will work directly with a faculty member to develop and carry out a research project of biological significance. Enrollment in this course requires an independent study contract and must be taken along with BIOL/GEOL A490 Senior Seminar. BIOL A499 is specifically designed for those who show a desire to conduct biological research. Minimum time requirement: one conference and five laboratory or field hours per week.

BIOL A502 Eukaryotic Cellular and Molecular Biology (3) (Prereq: BIOL A350 or A360 with C or better or departmental permission). A discussion of eukaryotic cell function associated with gene expression, protein processing, and signal transduction. Major topics include DNA replication and repair, eukaryotic gene structure and expression, RNA synthesis and processing, protein synthesis and processing, and cell signaling. Three lecture hours per week.

BIOL A510 Developmental Biology. (4) (Prereq: BIOL A350) Introduction to the cellular, genetic, molecular, and morphological processes underlying development of invertebrates and vertebrates from gamete production to zygote, embryological, and fetal stages. The course will also explore processes of organ formation, metamorphosis, and post-natal regeneration. The lab component involves experimental manipulation of a range of embryonic organisms. The course will include an independent project using zebrafish embryos which will involve data collection and will culminate in a written report with an oral presentation. Three lecture and three laboratory hours per week.

BIOL A516 Herpetology. (4) (Prereq: BIOL A316 with a C or better or departmental permission) Systematics, distribution, morphology, life history, behavior, ecology, and current literature of amphibians and reptiles with special emphasis on South Carolina

species. Field trips and collections required. Three lecture and three laboratory hours per week.

BIOL A525 Conservation Biology. (3) (Prereq: Grade of C or better BIOL A370 or departmental permission) This course is designed to introduce students to the ways in which principles of the natural sciences and social issues are synthesized into conservation biology. Faculty and students will discuss how conservation biology can be used to conserve and protect biological diversity. The focus will be primarily on the biological issues, within the context of social, legal, or political considerations through which conservation programs are implemented. The intent of this course is to demonstrate how the tools of natural scientists like biologists, ecologists, and systematists can be applied to the solution of some practical problems in conservation biology.

BIOL A528 Seasonal Flora. (4) (Prereq: Grade of C or better in BIOL A320 or departmental permission) Introduction to vascular plant systematics with emphasis on field identification and collection of flora native to South Carolina. Will concentrate on the prevailing flora at the time of the year the course is taught. Seasonal Flora is normally offered in Maymester.

BIOL A531 Parasitology. (4) (Prereq: Grade of C or better BIOL A370 or departmental permission) A survey of the major parasite taxa, the evolutionary relationships among them, and the ecological and evolutionary consequences of utilizing other organisms as habitat. The laboratory portion of the course focuses on the collection, preservation, and identification of parasitic organisms, culminating in development of a parasite collection by each student. Field trips required. Three lecture and three laboratory hours per week.

BIOL A540 Cancer Biology. (3) (Prereq: Grade of C or better in BIOL A350 or BIOL A360 or departmental permission) Regulation and events involved in signal transduction, cell division, and oncogenesis. These mechanisms underlie current understanding of the onset and maintenance of cancer in humans. Three lecture hours per week.

BIOL A541 Principles of Biochemistry. (4) (Prereq: Grades of C or better in CHEM A331, BIOL A121, and BIOL A122 or departmental permission) A survey of the fundamental principles of biochemistry. The topics covered include: cellular chemistry, amino acid structure and chemistry, protein structure, carbohydrate chemistry, enzyme kinetics, and enzyme inhibition. Three lecture hours and three laboratory hours per week.

BIOL A542 Principles of Biochemistry II. (3) (Prereq: Grade of C or better in BIOL A541 or departmental permission) Advanced principles of biochemistry including specific enzymatic mechanisms (e.g., dehydrogenases, kinases, carboxylases), biochemical regulation (e.g., function of dinucleotides, metals, and other coenzymes, specific feedback mechanisms, induction of enzyme activity), and electron transport (e.g., diversity of electron donors involved in electron transfer mechanisms). Three lecture hours per week.

BIOL A550 Immunology. (3) (Prereq: Grade of C or better in BIOL A350 or A360 or departmental permission) Basic immunological concepts including hematopoiesis; immunoglobulin structure, function, and genetics; antigen processing and presentation;

cellular immunology; hypersensitivity; immune responses to disease; and vaccines. Three lecture hours per week.

BIOL A560 Aquatic Biology. (4) (Prereq: Grade of C or better in BIOL A370) An examination of the physical and chemical characteristics of freshwater habitats and the ecology of freshwater organisms. The laboratory portion of the course will focus on collection of aquatic organisms and quantification of relevant habitat characteristics. Field trips required. Three lecture and three laboratory hours per week.

BIOL A570 Principles of Ecology. (4) (Prereq: Grade of C or better in BIOL A370 with a C or better, statistics) Interactions between organisms and the environment; ecosystem structure and function; sampling techniques, and data analysis. Three lecture and three laboratory hours per week.

BIOL A575 Topics in Ecology. (3-4) (Prereq: Grade of C or better in BIOL A370) Any of the courses listed below are offered only if student interest is sufficient. Courses are not part of the Department's standard course sequence. Courses include Ecology of the Bahamas, Ecology of the Southern Appalachians, Forest Ecology, Marine Ecology, and Wetlands Ecology. Students may count only BIOL A380 or BIOL A575 Topics in Ecology: Ecology of the Bahamas for major credit in biology. Credit awarded for successful completion is dependent on the course offered: four credit hours accompany courses with a laboratory component.

BIOL A576 Topics in Environmental Science. (3) (Prereq: Grade of C or better in BIOL A390 or departmental permission). Selected topics in environmental science; courses are intended to provide specific instructions/training in the areas of environmental remediation and restoration. Topics include Environmental Remediation, Toxicology and Risk Assessment, Restoration Ecology, and other topics not covered in existing courses. Three lecture hours per week.

BIOL A577 Environmental Toxicology. (3) (Prereq: Grade of C or better in BIOL A390) This course will provide students with an understanding of the basic concepts of human toxicology as those concepts apply to environmental toxicology. Course discussions will include the distribution, cellular penetration, metabolic conversion, and elimination of toxic agents introduced to the human body. The interaction between foreign chemicals and biological systems will be studied at the cellular, organ-system, and whole-organism levels. Three lecture hours per week.

BIOL A578 Restoration Ecology. (3) (Prereq: Grade of C or better in BIOL A390) Restoration ecology is the scientific study of the reestablishment of structure and function in disturbed ecosystems through human intervention. This course reviews topics and goals in restoration ecology, the causes and consequences of anthropogenic disturbance to the environment, and the difficulties with restoring damaged ecosystems. Information will be presented through lecture and discussion of journal papers on specific topics. Three lecture hours per week.

BIOL A579 Coastal Health and Restoration. (3) (Prereq: Grade of C or better in BIOL A335 or A336, and A370 or A390) This course is designed to provide students with a comprehensive understanding of

coastal ocean ecosystems and the effects humans can have on this dynamic and delicate natural environment. Class discussions will begin with the basics of marine science, and then extend to the impacts of human activities on coastal ecosystems and processes. Coastal zone management and regulations to protect and maximize environmental resources will also be studied. Three lecture hours per week.

- BIOL A583 Pathology of Coastal Organisms. (3)** (Prereq: Grade of C or better BIOL A330 or departmental permission) Course will be concerned with known and suspected coastal invertebrate diseases. Emphasis will be placed on techniques involved with the identification, pathogenesis, microbiology, and ecology of the pathogens, and the ecological significance of stress and disease occurrence. Particular consideration will be given to diseases of coral reef organisms. Basic principles regarding coral reef biology and marine microbiology also will be covered. Course will consist of lectures, field trips, and evening laboratories. Course will be taught at a field station in the tropics. Special permission required. Additional fees assessed for travel and by the field station.
- BIOL A598 Advanced Special Topics: (Biology). (3-4)** (Prereq: Grades of C or better in BIOL A300-level courses specific to the topic or departmental permissions) Selected topics in biology not covered in existing 500-level courses. Laboratory and field experiences may be included if appropriate.

Geology (GEOL)

- GEOL A101 Physical Geology. (4)** The study of the earth's surface and internal processes and resulting rock products. Plate tectonics and the rock cycle will be used as integrating paradigms for observations of current earth processes. Uniformitarianism will be introduced as a means to interpret past earth history based on the distribution of rock products. Three lectures and three laboratory hours per week.
- GEOL A103 Environmental Earth Science. (4)** Analysis of the basic energy cycles of the earth. The interaction of human activity with earth processes to affect the environment. Three lectures and three laboratory hours per week.
- GEOL A199 Geological Research I. (1-3)** (Prereq: Consent of Instructor, four hours of geology credit) An independent study course in which students will conduct a literature review and write a proposal for a research project or conduct a preliminary research project. This course is intended for freshman or sophomore students interested in geological research. GEOL A199 may be repeated for a maximum of four credits. Contract required.
- GEOL A201 Integrated Earth Science. (4)** A survey of major earth systems. internal geologic processes; surface geologic processes; geologic time; atmosphere, weather and climate; ocean circulation patterns; the earth in the context of the solar system and the universe. Not intended for students who major in the sciences. Three lecture and three laboratory hours per week.
- GEOL A299 Geological Research II. (1-2)** (Prereq: Consent of Instructor, eight hours of geology credit.) An independent study course in which students will propose and complete a research project. This course is intended for sophomore or junior students interested in geological research. In order to complete this course successfully, students must actively participate in lab, field activities (to include regular meetings with their mentor), and produce a written or oral report of results. This course may be repeated for a maximum of four credits. Contract required.
- GEOL A301 Oceanography. (4)** (Prereq: Grade of C or better in GEOL A101 or A103, and CHEM A111) An integrated overview of the geology, chemistry, physics, and biology of the world's oceans. Topics include the evolution of the ocean basins, physical and chemical properties of seawater, ocean circulation, waves, and coastal processes, and the ocean's major biological communities. Issues of current interest (e.g. climate change; coral bleaching; invasive species; ocean acidification) are presented throughout the course. Three lecture hours and three laboratory hours per week. Required field trips.
- GEOL A305 Earth Systems Through Time. (4)** (Prereq: C or better in GEOL A101) The interpretation of earth's history and the history of life through time by application of the principle of uniformitarianism and the laws of stratigraphy. Attention is focused on changes in atmosphere, climate, biosphere, and tectonic style over time. Three lectures and three laboratory hours per week.
- GEOL A311 Paleontology. (4)** (Prereq: departmental permission) Major principles and techniques in paleontology including, but not limited to, the use of the fossil record in understanding evolutionary relationships and processes, reconstructing the paleoenvironment, paleoclimate, and biostratigraphy. Three lecture and three laboratory hours per week, with a laboratory focus on invertebrates. Required field trips outside of the listed laboratory time will be posted in the "Schedule of Classes."
- GEOL A325 Sedimentology and Stratigraphy. (4)** (Prereq: Grade of C or better in GEOL A101) A survey of the origin, deposition, and stratigraphy of sedimentary rocks and sedimentary environments. Topics include the basics of fluid flow and sediment transport, the use of sedimentary structures in interpreting past environments, and the importance of sedimentary sequences in reconstructing earth history (the fossil record), environmental change (climate; sea level), groundwater management, and natural resources exploration (fossil fuel; metal and mineral ores). Three lecture and three laboratory hours per week. Required field trips.
- GEOL A331 Structural Geology. (4)** (Prereq: Grade of C or better in GEOL A101, and C or better in CHEM A112 or C or better in MATH A142) Deformation of the earth, stress, strain, elastic behavior, brittle and ductile deformation, geology and mechanics of simple geologic structures, selected orogenic belts. Three hour lecture and three laboratory hours per week. Occasional field trips.
- GEOL A335 Igneous and Metamorphic Environments. (4)** (Prereq: Grade of C or better in GEOL A101 and a grade of C or better in CHEM A111) A survey

of the mineralogy and petrology of igneous and metamorphic rocks emphasizing plate and tectonic settings. The temporal and spatial frameworks of metamorphic and igneous activity at plate margins will be covered as well as crystal chemistry, magma genesis, and P-T-t paths. 3 lecture and 3 laboratory hours per week. Required field trips.

GEOL A336 Introduction to Geophysics. (4) (Prereq: Grade of C or better in MATH A142, a grade of C or better in GEOL A101, and a grade of C or better in PHYS A201 or PHYS A211) Structure and dynamics of the solid earth; fundamentals of plate tectonics, geodesy, gravity, seismology, geochronology, and thermal studies. Includes laboratory.

GEOL A363 Geographic Information Systems (GIS) in the Sciences. (4) (Prereq: Grade of C or better in GEOL A101, A103, or A401) Introduction to Geographic Information Systems. This course provides an overview of key elements of GIS including, but not limited to, the development and application of modern GIS, spatial data types and structures, GPA and satellite mapping, map projections and coordinate systems, GIS data acquisition and quality control, spatial analysis, and career options for GIS professionals. Course topics are supplemented with hands-on activities using ESRI's ArcGIS software environment.

GEOL A398 Topics in Geology (1-4) (Specified prereq. or departmental permission) Selected topics in the Geological Sciences. Laboratory and field experiences may be included where appropriate.

GEOL A399 Independent Study. (1-4) (Prereq: departmental permission)

GEOL A401 Environmental Geomorphology. (4) (Prereq: Grade C or better in GEOL A101, GEOL A103, or GEOL A201) Overview of earth surface processes and the forces that move mass throughout the landscape to give rise to present and past topography. Time scales of interest range from fractions of seconds to eons, and spatial scales of interest range from millimeters to hundreds of kilometers. Analysis of key concepts in geomorphology including, but not limited to, soils, weathering, groundwater, surface water hydrology, sediment transport, river systems, and coastal processes. Lab emphasizes observation of surface processes in the field through measurement and analysis. Field trips required.

GEOL A405 Global Biogeochemical Cycles. (4) (Prereq: C or better in BIOL A122 and CHEM A111, and either GEOL A101 or GEOL A103) This course provides an integrated and quantitative perspective on the processes that cycle biologically important elements through the Earth systems and the relationship of those processes to global change in the past, present, and future. Topics include feedback loops, redox processes, nutrient cycling, gas fluxes, modeling approaches, and how humans have modified Earth's biogeochemistry. Three lecture and three laboratory hours per week. Required field trips.

GEOL A425 Coastal Field Geology. (4) (Prereq: Grade of C or better in any two geology courses at the 300-level) Investigation of the primary structures and geomorphology of the Holocene and Pleistocene shorelines of selected sites through a series of field trips and lectures. Additionally, aspects

of Paleogene stratigraphy, neotectonics, and human interaction with the coast will be reviewed. Classwork will be conducted in the field. Requires seven nights camping during Maymester or five nights over Spring Break. Special fee assessed at registration covers lodging and transportation on the trips.

GEOL A431 Southern Appalachian Geology. (4) (Prereq: Grade of C or better in any two geology courses at the 300-level) The stratigraphic, structural, magmatic, and metamorphic features of the Southern Appalachian origin, studied through the readings in the literature and outcrop observation. Requires one weekend field trip and a five-day field trip over Spring Break. Special Fee assessed at registration covers lodging and transportation on the trips.

GEOL A490 Senior Seminar. (1) (Prereq: Senior status) A seminar series designed to introduce students to current research in biology and geology through weekly seminars by faculty, visiting scientists, and USC Aiken biology majors. This course must be taken as a co-requisite with departmental capstone courses, BIOL A499 or GEOL A499. Students enrolled in Senior Seminar will be expected to pose a question of scientific significance and prepare a research proposal describing an appropriate experimental design to answer the question. Research proposals will be evaluated based on the student's ability to discuss the question, propose pertinent experiments to test the question, and to make proper use of the scientific literature. The course will culminate in student oral presentations of work conducted in the capstone course.

GEOL A499 Geology Capstone. (3) (Prereq: departmental permission; 12 hours of geology courses) (Coreq: BIOL A490 or GEOL A490) A capstone experience designed to introduce students to the planning and execution of research and the presentation of research findings. Students will work directly with a faculty member to develop and carry out a research project of geological significance. Enrollment in this course requires an independent study contract. GEOL A499 is specifically designed for those who show an aptitude and a desire to conduct geological research. Minimum time requirement: one conference and five laboratory or field hours per week.

GEOL A500 Field Geology. (6) (Prereq: 16 hours in geology, not including GEOL A103, or A201 with a grade of C or better; departmental permission) Geological field techniques including the use of field instruments and preparation of geologic maps and cross sections. Supervised geologic investigations of a local area. Written final report required.

GEOL A570 Environmental Hydrogeology. (3) (Prereq: Grades of C or better in GEOL A101 and MATH A122 or MATH A141 or departmental permission) Environmental consideration of the hydrologic cycle, occurrence, and movement of ground water, aquifer analysis and water well emplacement and construction. Water quality, pollution parameters, and the geochemistry of selected natural water systems. The effects of environmental problems, waste disposal, and water development upon the aqueous geochemical regime. Occasional field trips. (Laboratory GEOL A571 is optional).

- GEOL A571 Environmental Hydrogeology Laboratory. (1)**
(Coreq: GEOL A570) Laboratory to accompany
Environmental Hydrogeology (GEOL A570).
- GEOL A598 Advanced Topics in Geology. (1-4)** (Prereq:
specified prerequisites, or departmental permission)
An in-depth study of highly specialized geological
topics not covered in detail in existing courses.

Department of Chemistry and Physics

Dr. Gerard Rowe, *Department Chair*

Professors

- Monty L. Fetterolf** (Physical Chemistry),
Ph.D., University of California at Santa Barbara,
Endowed Chair in Sciences
- Chad L. Leverette** (Analytical Chemistry),
Ph.D., University of Georgia
Carolina Trustee Professor
- Daren J. Timmons** (Inorganic Chemistry),
Ph.D., Texas A&M University

Associate Professors

- C. Nathan Hancock** (Biochemistry),
Ph.D., University of Missouri
- Gerard Rowe** (Inorganic Chemistry),
Ph.D., Boston University

Assistant Professors

- Nicholas Marshall** (Materials Chemistry),
Ph.D., University of Georgia
- Kenneth Roberts** (Biochemistry),
Ph.D., Washington State University
- Douglas W. White** (Physics),
Ph.D., University of Alabama-Birmingham

Senior Instructors

- Susan Glenn** (Analytical Chemistry),
Ph.D., University of South Carolina
- Neil Miller** (Physics),
M.S., Clemson University

Laboratory Manager

- Melissa Stoudemayer** (Analytical Chemistry),
Ph.D., University of Georgia

Adjunct Faculty

- Cathy L. Cobb** (Physical Chemistry),
Ph.D., University of California at Santa Barbara
- Gary Mills** (Chemical Oceanography),
Ph.D., University of Rhode Island
- Ronald J. Ruszczyk** (Chemistry),
Ph.D., State University of New York at Buffalo

Christopher Stoudemayer (Chemistry),
B.S., University of South Carolina Aiken

Patrick Ward (Chemistry),
Ph.D., University of Tennessee

Aaron Washington (Chemistry),
Ph.D., Florida State University

University Affiliates

Jack G. Goldsmith (Analytical Chemistry),
Ph.D., University of North Carolina at Chapel Hill

Ann Willbrand (Organic Chemistry),
Ph.D., Florida State University

Distinguished Professor Emeritus

Henry S. Gurr (Physics),
Ph.D., Case Western Reserve University

Professors Emeriti

Stelios Kapranidis (Mathematics, Computer Science, and
Physics),

Ph.D., University of Washington

Kutty Pariyadath (Inorganic Chemistry),

Ph.D., State University of New York at Stony Brook

Department Mission Statement

The Department of Chemistry and Physics strives to offer curricula of high academic quality, to foster an environment supportive of scholarly activity, to provide service courses for the general education of undergraduate students, and to serve as a resource for the community. To this end, the department offers a B.S. degree nationally approved by the American Chemical Society (ACS) with a major in chemistry, ACS nationally approved B.S. degrees with a major in chemistry and concentrations in biochemistry and engineering, a minor in chemistry, and courses that may be used to satisfy the chemistry and physics requirements that are stipulated by other degrees, or to satisfy the general education requirements in science.

Curricula

The Department of Chemistry and Physics offers a baccalaureate degree with a major in chemistry. Students must complete a set of courses that fulfill the general education requirements, a set of courses that comprise the major, a set of courses that comprise the cognate, and several hours of elective courses. It is the responsibility of each student to see to it that all requirements for the degree are completed. Students will be assisted in course selection by their major advisor. To receive an ACS approved B.S. degree with a major in chemistry, a student must take at minimum the last twelve hours of chemistry courses at USC Aiken. The senior research course, CHEM A499, must be included in the last twelve hours.

The cognate is intended to support the course work in the major and must be selected with the approval of the advisor. The cognate differs from a minor in that the courses are 300-level or above and may be distributed over more than one subject area. There are also department-approved 200-level courses that count

for cognate. They are as follows: BIOL A244 - Anatomy and Physiology II, BIOL A250 - Microbiology, PHYS A212 - Essentials of Physics II, Math A241 - Calculus III, MATH A242 - Ordinary Differential Equations, ENCP A200 - Statics, ENCP A210 - Dynamics, ENCP A260 - Introduction to the Mechanics of Solids, ENCP A290 - Thermodynamic Fundamentals, and ELCT A221 - Circuits.

For more information, see the USC Aiken Chemistry and Physics Department website at: <https://www.usca.edu/chemistry-physics>.

Technological Literacy in Chemistry

To meet the requirement of computer competency, chemistry majors are required to successfully complete CHEM A310, Introduction to Chemical Research Methods.

Advisement Options

A chemistry major, in consultation with his/her adviser, may take appropriate courses in biology and geology and thus obtain a strong background in environmental science.

The curriculum of the chemistry degree along with selected courses in biology will prepare a student for admission to medical, dental, or veterinary school. In addition, the baccalaureate degree in chemistry with a concentration in biochemistry is designed for students interested in completing a curriculum with a biochemistry focus. This degree option is designed to provide students with the background necessary to continue their education at the graduate level in biochemistry or medicine or to pursue a career related to biochemistry. The baccalaureate degree in chemistry with a concentration in engineering is designed for students interested in working in the chemical industry or those pursuing graduate work in engineering.

A student wishing to become certified to teach chemistry at the secondary school level may select the Bachelor of Science in Education – Major in Secondary Education (Area of Concentration in Chemistry) through the School of Education. Upon completion of this degree, the student will also have completed the Bachelor of Science with a major in chemistry.

Bachelor of Arts -

Major in Chemistry

Requirements for the chemistry major are listed below. For a chemistry major, a grade of C or better is required in all chemistry courses counting towards the degree.

1. General Education Requirements..... 56-58

A. Knowledge of Human Cultures and the Physical and Natural World 36-38

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 12
(PHYS A211 and A212 or PHYS A201 and A202; BIOL A121)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas)..... 6

- Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
Any two (2) semesters of the same language required.
5. Humanities (at least two areas)¹ 9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 17

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
2. Oral Communication 3
(COMM A201 or COMM A241)
3. Math 8
(MATH A141 and A142)
Chemistry students should take math in their first semester of enrollment at USC Aiken unless they have already completed the requirements for math through concurrent enrollment, AP, etc.
4. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.
5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.
(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements^{2,3} 36

Introductory Courses - CHEM A111 and A112
Foundation Courses - CHEM A311, A311L, A321, A321L, A331, A331L, A541, A541L
In-Depth Courses - CHEM A332, A332L, A522, A542, A542L

3. Cognate⁴ 10-11

- Principles of Biochemistry (BIOL A541) 4
Any approved cognate courses⁴ 7

4. Electives⁵ 15-17

Total hours required 120

- ¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.
- ² A grade of C or higher is required in all chemistry courses counting toward the degree.
- ³ A maximum of 48 hours of chemistry courses can be applied toward graduation.
- ⁴ A grade of C or better is required for BIOL A541. The cognate is intended to support the course work in the major and must be selected with the approval of the advisor. The cognate differs from the minor in that the courses are 300-level or above and may be distributed over more than one subject area. There are also department-approved 200-level courses that count for cognate. They are as follows: BIOL A244--Anatomy and Physiology II, BIOL A250--Microbiology, PHYS A212--Essentials of Physics II, MATH A241--Calculus III, MATH A242--Ordinary Differential Equations, ENCP A200--Statics, ENCP A210--Dynamics, ENCP A260--Introduction to the Mechanics of Solids, ENCP A290--Thermodynamic Fundamentals, and ELCT A221--Circuits.
- ⁵ Developmental courses cannot be used toward this degree.

Bachelor of Science - **Major in Chemistry** **(ACS approved)**

Requirements for the chemistry major are listed below. For a chemistry major, a grade of C or better is required in all chemistry courses counting towards the degree.

1. General Education Requirements 56-58

A. Knowledge of Human Cultures and the Physical and Natural World 36-38

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 12
(PHYS A211 and A212 or PHYS A201 and A202; BIOL A121)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
Any two (2) semesters of the same language required.
5. Humanities (at least two areas)¹ 9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 17

1. English A101 and A102 6

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication..... 3
(COMM A201 or COMM A241)

3. Math 8
(MATH A141 and A142)

Chemistry students should take math in their first semester of enrollment at USC Aiken unless they have already completed the requirements for math through concurrent enrollment, AP, etc.

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements^{2,3,4} 44-45

Introductory Courses - CHEM A111 and A112

Foundation Courses - CHEM A310, A311, A311L, A321, A321L, A331, A331L, A541, A541L

In-Depth Courses - CHEM A332, A332L, A499⁵, A542, A542L, and two of the three following courses⁴:CHEM A511, A522, A550.

3. Cognate⁶

Principles of Biochemistry (BIOL A541)..... 4

Any approved cognate courses ⁶..... 7

4. Electives⁷..... 5-9

Total hours required..... 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² A grade of C or higher is required in all chemistry courses counting toward the degree.

³ A maximum of 48 hours of chemistry courses can be applied toward graduation.

⁴ The preferred senior courses for students pursuing a career in industry are

CHEM A522 and either CHEM A511 or CHEM A550.

⁵ Completion of a thesis and seminar on the research project are required for graduation. The graduation requirement is 3 credit hours. Typically, students take 4 credit hours of CHEM A499--2 credit hours in the fall semester and 2 credit hours in the spring semester. Each credit hour equates to 3-4 actual hours in the laboratory each week of the semester.

⁶ A grade of C or better is required for BIOL A541. The cognate is intended to support the course work in the major and must be selected with the approval of the advisor. The cognate differs from the minor in that the courses are 300-level or above and may be distributed over more than one subject area. There are also department-approved 200-level courses that count for cognate. They are as follows: BIOL A244--Anatomy and Physiology II, BIOL A250--Microbiology, PHYS A212--Essentials of Physics II, MATH A241--Calculus III, MATH A242--Ordinary Differential Equations, ENCP A200--Statics, ENCP A210--Dynamics, ENCP A260--Introduction to the Mechanics of Solids, ENCP A290--Thermodynamic Fundamentals, and ELCT A221--Circuits.

⁷ Developmental courses cannot be used toward this degree.

Bachelor of Science -

Major in Chemistry

(ACS approved).

Concentration in Biochemistry

Requirements for the chemistry major are listed below. For a chemistry major, a grade of C or better is required in all chemistry courses counting toward the degree.

1. General Education Requirements..... 56-58

A. Knowledge of Human Cultures and the Physical and Natural World 36-38

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 12
(PHYS A211 and A212 or PHYS A201 and A202; BIOL A121)

2. History of Civilization 3
(HIST A101 or HIST A102)

3. Social and Behavioral Sciences (two areas)..... 6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography

4. Languages..... 6-8
Any two (2) semesters of the same language required.

5. Humanities (at least two areas. 9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 17

1. English A101 and A102 6

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and

English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication..... 3
(COMM A201 or COMM A241)

3. Math 8
(MATH A141 and A142)

Chemistry students should take math in their first semester of enrollment at USC Aiken unless they have already completed the requirements for math through concurrent enrollment, AP, etc.

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements^{2,3} 45

Introductory Courses - CHEM A111 and A112

Foundation Courses - CHEM A310, A311, A311L, A321, A321L, A331, A331L, A541, A541L

In-Depth Courses - CHEM A332, A332L, A499⁴, A542, A542L, A522, and A550.

3. Cognate⁵ 10-11

Principles of Biochemistry (BIOL A541).....4

Fundamental Genetics (BIOL A350) or Animal Physiology (BIOL A360).....3-4

Eukaryotic Cellular and Molecular Biology (BIOL A502) ...3

4. Electives⁶ 5-9

Total hours required 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² A grade of C or higher is required in all chemistry courses counting toward the degree.

³ A maximum of 48 hours of chemistry courses can be applied toward graduation.

⁴ Completion of a thesis and seminar on the research project are required for graduation. The graduation requirement is 3 credit hours. Typically, students take 4 credit hours of CHEM A499--2 credit hours in the fall

semester and 2 credit hours in the spring semester. Each credit hour equates to 3-4 actual hours in the laboratory each week of the semester.

⁵ A grade of C or better is required in all cognate courses listed.

⁶ Developmental courses cannot be used toward this degree.

Bachelor of Science -

Major in Chemistry.

(ACS approved).

Concentration in Computational Chemistry

Requirements for the chemistry major are listed below. For a chemistry major, a grade of C or better is required in all chemistry courses counting toward the degree.

1. General Education Requirements 56-58

A. Knowledge of Human Cultures and the Physical and Natural World 36-38

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 12
(PHYS A211 and A212; BIOL A121)

2. History of Civilization 3
(HIST A101 or HIST A102)

3. Social and Behavioral Sciences (two areas) 6
Psychology, Sociology, Anthropology,
Economics, Political Science, Geography

4. Languages 6-8
Any two (2) semesters of the same language required.

5. Humanities (at least two areas)¹ 9
Communication (last two digits must be in 50s or 60s),
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion, Selected
Language courses, Humanities (HSSI acronym), Honors
(HONS acronym)

B. Intellectual and Practical Skills 17

1. English A101 and A102 6

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication..... 3
(COMM A201 or COMM A241)

3. Math 8
(MATH A141 and A142)

Chemistry students should take math in their first semester of enrollment at USC Aiken unless they have already completed the requirements for math through concurrent enrollment, AP, etc.

4. Satisfactory completion of Writing Proficiency

Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements^{2,3} 45-46

Introductory Courses - CHEM A111 and A112

Foundation Courses - CHEM A310, A311, A311L, A321, A321L, A331, A331L, A350, A541, A541L

In-Depth Courses - CHEM A332, A332L, A499⁴, A542, A542L; and two courses from the following: A511, A522, and A550.

3. Cognate⁵ 11

Fundamentals of Biochemistry (BIOL A541) 4

Introduction to Algorithm Design 2 (CSCI A146) 4

Physics Engine Integration (CSCI A275) 3

4. Subject Specific Requirements⁶ 10

Introduction to Computer Science (CSCI A125) 3

Discrete Mathematics for Computer Design (MATH A174) ... 3

Introduction to Algorithm Design 1 (CSCI A145) 4

Total hours required 122-125

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² A grade of C or higher is required in all chemistry courses counting toward the degree.

³ A maximum of 48 hours of chemistry courses can be applied toward graduation.

⁴ Completion of a thesis and seminar on a computational chemistry-oriented research project is required for graduation. The graduation requirement is 3 credit hours. Typically, students take 4 credit hours of CHEM A499: 2 credit hours in the fall semester and 2 credit hours in the spring semester. Each credit hour equates to 3-4 actual hours of work each week of the semester.

⁵ A grade of C or better is required in all cognate courses listed.

⁶ All courses require a C or better.

Bachelor of Science - Major in Chemistry. (ACS approved).

Concentration in Engineering

Requirements for the chemistry major are listed below. For a chemistry major, a grade of C or better is required in all chemistry courses counting toward the degree.

1. General Education Requirements 56-58

A. Knowledge of Human Cultures and the Physical and Natural World 36-38

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 12

(PHYS A211 and A212; BIOL A121)

2. History of Civilization 3

(HIST A101 or HIST A102)

3. Social and Behavioral Sciences (two areas) 6

Psychology, Sociology, Anthropology,

Economics, Political Science, Geography

4. Languages 6-8

Any two (2) semesters of the same language required.

5. Humanities (at least two areas)¹ 9

Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 17

1. English A101 and A102 6

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication 3

(COMM A201 or COMM A241)

3. Math 8

(MATH A141 and A142)

Chemistry students should take math in their first semester of enrollment at USC Aiken unless they have already completed the requirements for math through concurrent enrollment, AP, etc.

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements^{2,3} 45

Introductory Courses - CHEM A111 and A112

Foundation Courses - CHEM A310, A311, A311L, A321, A321L, A331, A331L, A541, A541L

In-Depth Courses - CHEM A332, A332L, A499⁴, A542, A542L, A511, and A522.

3. Cognate⁵ 12

Option 1: Materials Science and Processes

Statics (ENCP A200) 3

Introduction to the Mechanics of Solids (ENCP A260) 3

Engineering Materials (ENCP A371) 3

Manufacturing Processes (ENCP A377) 3

Option 2: Thermodynamics

Statics (ENCP A200) 3

Introduction to the Mechanics of Solids (ENCP A260) or Fluid Mechanics (ENCP A360) 3

Thermodynamic Fundamentals (ENCP A290) 3

Thermodynamic System Design and Analysis (ENCP A394) 3

Option 3: Materials and Instrumentation

Statics (ENCP A200) 3

Introduction to the Mechanics of Solids (ENCP A260) 3

Instrumentation, Measurements, and Statistics
(ENCP A361) 3

Engineering Materials (ENCP A371) 3

4. Subject Specific Requirements⁶ 8

Principles of Biochemistry (BIOL A541) and Calculus III
(MATH A241)

Total hours required 121-123

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² A grade of C or higher is required in all chemistry courses counting toward the degree.

³ A maximum of 48 hours of chemistry courses can be applied toward graduation.

⁴ Completion of a thesis and seminar on the research project are required for graduation. The graduation requirement is 3 credit hours. Typically, students take 4 credit hours of CHEM A499—2 credit hours in the fall

semester and 2 credit hours in the spring semester. Each credit hour equates to 3-4 actual hours in the laboratory each week of the semester.

⁵ A grade of C or better is required in all cognate courses listed. Only one of the three options is required for the cognate.

⁶ Both courses require a C or better.

Minor in Chemistry

Requirements:

CHEM A331/A331L 4

CHEM A332/A332L 4

CHEM A321/A321L..... 4

CHEM A311/A311L, CHEM A541/A541L, CHEM A522, or CHEM A550 4-5

Total hours required 16-17

For a chemistry minor, a grade of C or better is required in all chemistry courses.

Course Descriptions

Astronomy (ASTR)

ASTR A111 Descriptive Astronomy. (4) Introduction to the solar system and distant celestial objects such as stars, galaxies, nebulae, quasars, and black holes. Study of the night time sky, exercises and demonstrations; three lecture hours and three lab hours per week.

ASTR A310 Radiation in the Universe. (3) (Prereq: Sophomore standing or higher) The study of how radiation is produced, detected, and its applications. Emphasis is placed on astronomical phenomena such as the solar system environment, stellar fusion, supernovae, and gamma ray bursts. Spacecraft design and the effects of radiation on humans will be discussed. Three lecture hours.

Chemistry (CHEM)

CHEM A101 Introduction to Chemistry. (4) (Prereq: Completion of, placement beyond, or co-enrollment in MATH A108 or MATH A108L) An introduction to the principles and vocabulary of chemistry appropriate for those in the health sciences or for general education. Not intended for those in engineering, mathematical and natural sciences; three lecture hours and three lab hours per week.

CHEM A103 Basic Principles of Chemistry. (4) (Prereq: completion of or placement beyond MATH A104) An online course, appropriate for general education, that introduces the concepts and vocabulary of chemistry. Hands-on, small-scale laboratory exercises are performed at home using a chemistry kit. Not intended for allied health, engineering, science, or pre-professional majors requiring chemistry. Students may use either CHEM A101 or A103 towards the natural science general education requirement but not both.

- CHEM A105 Chemistry in Society. (4)** A general education course that introduces basic chemistry and chemical methodologies as they interconnect with relevant societal issues. Hands-on, small-scale laboratory exercises will be used to enhance the understanding of chemistry as it occurs in day-to-day life. Three lecture hours and three lab hours per week. Not intended for allied health or nursing majors or for engineering, science, or premed majors requiring two or more semesters of chemistry.
- CHEM A111 General Chemistry I. (4)** (Prereq: at least one year of high school chemistry, CHEM A105, CHEM A101 or an equivalent course, or departmental permission. Grade of C or better in MATH A122, or completion of, or placement beyond MATH A111. If a student does not meet one of the math prerequisites, that student must fulfill the corequisite of MATH A111.) The first portion of a two-semester sequence of courses that introduces the principles, vocabulary, and methods of chemistry appropriate for those in engineering, mathematical, and natural sciences. This course pre-supposes an introductory knowledge of chemistry. Three lecture hours and three lab hours presented in an integrated format of 3 two-hour meetings per week.
- CHEM A112 General Chemistry II. (4)** (Prereq: CHEM A111 or departmental permission) The second portion of a two-semester sequence of courses that introduces the principles, vocabulary, and methods of chemistry appropriate for those in engineering, mathematical, and natural sciences. Three lecture hours and three lab hours presented in an integrated format of 3 two-hour meetings per week.
- CHEM A299 Research Rotation (1)** (Prereq: departmental permission and sophomore status) Students will experience research and rotate through the labs of each of the chemistry faculty members. The student will be exposed to instrumentation and techniques appropriate to the research being performed in each faculty member's lab. A summary paper is required at the end of the semester detailing the experiences in each lab.
- CHEM A310 Introduction to Chemical Research Methods. (1)** (Prereq: Chemistry major and CHEM A112 or departmental permission) This course introduces the student to the uses and applications of presentation and analysis software specific for chemistry and to topics such as general research laboratory safety and ethics in research. The scientific literature search capabilities available in the library will also be demonstrated. The course is routinely presented online but may be offered as a lecture/lab as needed.
- CHEM A311 Introduction to Inorganic Chemistry. (3)** (Prereq: CHEM A112; coreq: CHEM A311L) An introduction to the study of descriptive inorganic chemical concepts including the periodic table, transition metal complexes, and the basics of chemical bonding. Three lecture hours per week.
- CHEM A311L Introduction to Inorganic Chemistry Laboratory. (1)** (Coreq: CHEM A311) The course presents an introduction to the inorganic lab techniques used in synthesis and characterization of inorganic compounds. Three laboratory hours per week.
- CHEM A321 Quantitative Analysis. (3)** (Prereq: CHEM A112; coreq: CHEM 321L) Treatment of solution equilibria in conjunction with an introduction to statistical methods, spectroscopy, separations, and electrochemistry. Three lecture hours per week.
- CHEM A321L Quantitative Analysis Laboratory. (1)** (Coreq: CHEM A321) The practice of volumetric and gravimetric analysis with exposure to spectroscopic, chromatographic, and electrochemical methods. Three laboratory hours per week.
- CHEM A331 Organic Chemistry I. (3)** (Prereq: CHEM A112; coreq: CHEM A331L) Nomenclature, reactions, mechanisms, and synthesis of carbon-containing compounds. Three lecture hours per week.
- CHEM A331L Organic Chemistry I Laboratory. (1)** (Coreq: CHEM A331) Laboratory safety, synthesis, separation, and purification of carbon-containing compounds. Three laboratory hours per week.
- CHEM A332 Organic Chemistry II. (3)** (Prereq: CHEM A331; coreq: CHEM A332L) A continuation of CHEM A331. Three lecture hours per week.
- CHEM A332L Organic Chemistry II Laboratory. (1)** (Prereq: CHEM A331L; coreq: CHEM 332) Continuation of CHEM 331L. Spectroscopic identification of carbon-containing compounds. Three laboratory hours per week.
- CHEM A340 Introduction to Chemical Instrumentation. (3)** (Prereq: CHEM A112; coreq: CHEM A340L) An overview of the physical principles behind the uses of modern chemical instrumentation. Three lecture hours per week. Cannot be used for credit in the chemistry major.
- CHEM A340L Introduction to Chemical Instrumentation Laboratory. (1)** (Coreq: CHEM A340) Focus on proper procedures for instrument usage and data interpretation. Experiments will be drawn primarily from related scientific disciplines. Three lab hours per week. Cannot be used for credit in the chemistry major.
- CHEM A350 Computational Modeling. (1)** (Prereq: CHEM A112 and permission of the department) This course provides a survey of computational methods and their use in solving chemical problems. Students will gain experience in the use of modern computational chemistry packages for carrying out electronic structure and molecular dynamics calculations. Three laboratory hours per week.
- CHEM A399 Independent Study. (1-3)** (departmental permission and sophomore status).
- CHEM A498 Topics in Chemistry. (1-4)** (departmental permission and senior status) Selected topics in chemistry. Lecture and/or laboratory course in advanced topics not covered in existing courses.
- CHEM A499 Senior Research. (1-3)** (Prereq: departmental permission and senior status) Students will participate in a research project under the direction of a chemistry faculty member. A thesis and presentation are required upon completion of the research. This course will provide the capstone experience. A minimum of three semester hours are required for graduation, and a student can enroll for a maximum of six credit hours.
- CHEM A511 Advanced Inorganic Chemistry. (4)** (Prereq: C or better CHEM A311 or departmental permission) Advanced and current views of atomic structure, valency, and bonding including computation, orbital structure of complex compounds, spectroscopy, and an in-depth study of the periodic table. Three

- lecture hours and three laboratory hours per week.
- CHEM A522 Instrumental Analysis. (5)** (Prereq: CHEM A321, CHEM A321L and either PHYS A202 or PHYS A212, or departmental permission) Theory and applications of instrumental methods of chemical analysis using traditional and current methodologies. Three lecture and six laboratory hours per week.
- CHEM A541 Physical Chemistry I. (3)** (Prereq: CHEM A112, PHYS A212 or PHYS A202, MATH A142; coreq: CHEM A541L or departmental permission) Theories and laws relating to chemical changes. Three lecture hours per week.
- CHEM A541L Physical Chemistry I Laboratory. (1)** (Coreq: CHEM A541 or departmental permission) Applications of physical chemical techniques. Three laboratory hours per week.
- CHEM A542 Physical Chemistry II. (3)** (Prereq: CHEM A541; coreq: CHEM A542L or departmental permission) Theories and laws relating to chemical changes; a continuation of CHEM A541. Three lecture hours per week.
- CHEM A542L Physical Chemistry II Laboratory. (1)** (Prereq: CHEM A541L; coreq: CHEM A542 or departmental permission) Applications of physical chemistry techniques. Three laboratory hours per week.
- CHEM A550 Advanced Biochemistry. (4)** (Prereq: BIOL A541 or departmental permission) An advanced background in the chemistry of biological compounds and cellular processes emphasizing thermodynamics, kinetics, structure, reaction mechanisms, and metabolic pathways is presented. Three lecture and three laboratory hours per week.
- CHEM A590 Introductory Glassblowing. (1)** (Prereq: junior or senior standing, or consent of instructor) The history and fundamental application of glassblowing techniques. Three laboratory hours per week.

Topics include mechanics, wave motion, thermal physics, electromagnetism, optics, and modern physics. Three hours of lecture and three laboratory hours per week.

- PHYS A212 Essentials of Physics II. (4)** (Prereq: PHYS A211 or departmental permission) A continuation of PHYS A211. Three hours of lecture and three laboratory hours per week.
- PHYS A398 Topics in Physics. (1-4)** (specified prereq. or consent of instructor) Selected topics in physics. Lecture and/or laboratory course in topics not covered in detail in existing courses.
- PHYS A399 Independent Study. (1-4)** (Prereq: permission of instructor)

Physics (PHYS)

- PHYS A101 Introduction to Physical Science I. (4)** An introduction to the concepts, ideas, and methods of physical science for non-science majors. Particular emphasis is given to the principles of classical physics and chemistry. Experiments, exercises, and demonstrations are included; three lecture hours and three lab hours per week.
- PHYS A201 General Physics I. (4)** (Prereq: Placement into MATH A141 or a grade of C or better in one of the following courses: MATH A111, MATH A112, MATH A122) The first part of an introductory course sequence covering mechanics, electromagnetism, wave motion, thermodynamics, optics, relativity, and atomic and nuclear physics. No previous background in physics is assumed. Three lecture hours and three laboratory hours per week.
- PHYS A202 General Physics II. (4)** (Prereq: PHYS A201 or departmental permission) A continuation of PHYS A201. Three hours of lecture and three laboratory hours per week.
- PHYS A211 Essentials of Physics I. (4)** (Prereq: MATH A141) First portion of a two-semester calculus-level course primarily for students of science and engineering.

Department of Exercise and Sports Science

Dr. Christopher M. DeWitt, *Department Chair*

Professor

Christopher DeWitt (Biomedical-Environmental Chemistry),
Ph.D., Oakland University

Brian Parr (Exercise Science),
Ph.D., University of Tennessee

Associate Professor

Andrew Hatchett (Exercise Science),
Ph.D., University of Mississippi

Senior Instructors

Jami Craps (Education Administration),
M.Ed., University of South Carolina

Patrick Gélinas (Kinesiology and Applied Physiology),
M.S., University of Colorado

Adjunct Faculty

Brett Brown (Art),
B.A., Winthrop University

Christopher Charlton (Exercise and Sports Science),
B.S., University of South Carolina Aiken

LeNessa Coe-Clark (Reading Education),
Ph.D., Auburn University

Beth Evenson (Exercise and Sports Science),
B.S., University of South Carolina Aiken

Mila Padgett (Exercise Science),
M.S., University of Southern Mississippi

Woodrow Price (Exercise and Sports Science),
B.S., University of South Carolina Aiken

Ward Reckert (Clinical Exercise Physiology),
M.S. East Stroudsburg University

Alex Richardson (Secondary Education),
B.A.Ed., University of South Carolina Aiken

Mark Tatusko (Communication),
B.A., University of Southern Maine

Department Mission Statement

The mission of the University of South Carolina Aiken Department of Exercise and Sports Science is to provide quality classroom, laboratory, and applied educational experiences for undergraduate students pursuing a broad spectrum of exercise-related employment and future scholastic opportunities. In teaching, we utilize a student-centered learning environment where students are

engaged in an atmosphere of critical inquiry. In addition to general education and core courses, students are required to select an area of specialization in fitness management, basic sciences, or allied health designed to prepare them to meet the standards for employment or future scholastic goals in one of the three areas.

Admission Criteria

All courses in the core requirements and concentration require C grade or higher. To be eligible for a course, the exercise and sports science student must complete all course prerequisite requirements, as delineated in this bulletin.

Fitness Management Concentration

The completion of the degree requirements for the exercise and sports science major with a concentration in fitness management requires 125-128 total credit hours.

Basic Sciences Concentration

The completion of the degree requirements for the exercise and sports science major with a concentration in basic sciences requires 126-129 total credit hours.

Allied Health Concentration

The completion of the degree requirements for the exercise and sports science major with a concentration in allied health requires 121-124 total credit hours.

Technological Literacy in Exercise and Sports Science

To meet the requirement of computer competency, exercise and sports science majors are required to successfully complete EXSC A311, A323L, and A424.

Exercise and Sports Science Major Fee

The University of South Carolina Aiken will collect a major fee for each semester that the student is enrolled as an Exercise and Sports Science major.

For more information on the Department of Exercise and Sports Science, see our home page at www.usca.edu/exercise/.

Bachelor of Science - Major in Exercise and Sports Science

1. General Education Requirements.....50-52

A. Knowledge of Human Cultures and the Physical and Natural World32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences8
CHEM A101 or A111¹, and BIOL A121¹ or A122¹
2. History of Civilization3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas)6
PSYC A101 and one other social behavioral science from the following groups: Anthropology, Economics, Political Science,

Sociology, or Geography	
4. Languages.....	6-8
(Two (2) semesters of the same language required.)	
5. Humanities (at least two areas) ²	9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)	

B. Intellectual and Practical Skills15

1. English A101 and A102	6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.	
2. Oral Communication.....	3
(COMM A201, COMM A241)	
3. MATH A111 or higher (except A221, A222)	3
Statistics.....	
4. Satisfactory completion of Writing Proficiency Requirement	3
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.	
5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.	
For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.	
(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.	

C. Personal and Social Responsibility 3

1. American Political Institutions.....	3
(POLI A201, HIST A201, or HIST A202)	
2. Inter-Curricular Enrichment Program (ICE)	
Two approved events in each semester of enrollment.	
For more information, see ICE Program requirements under Academic Affairs and Regulations.	

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Core Requirements	41-42
BIOL A243 and A244	
Activity course requirement - select one from EXSC:	
A101, A102, A106, A107, A120, A121, A123, A124, A140, A141, A142, A143, A204	1-2
EXSC A198, A203, A225, A239, A311, A321, A323, A323L, A328, A337, A423, A423L, A424	32
3. Additional Requirements Associated with Concentration	
Fitness Management:.....	30

Exercise Science Requirements

EXSC A401, A439	9
-----------------------	---

Business Minor

BADM A225, A226, A350, A371, ECON A221, and A222	18
MGMT A374, A376, A378, A401, A442, A473, A477, A559	3

Additional Management Course

(Select one course from the following list)

MGMT A374, A376, A378, A401, A442, A473, A477, A559	3
---	---

Basic Sciences:31

Exercise Science Requirements

EXSC A458	3
EXSC A459 or A499	3

Science Requirements

BIOL A122	4
CHEM A112	4
PHYS A201	4
Science electives ³	10

(Select one from the following:

BIOL A250, A302, A330, A360; CHEM A331 and A331L; MATH A122, A141, or PHYS A202)

Developmental Requirement.....	3
PSYC A310 or EDPY A330	

Allied Health..... 16-17

Exercise Science Requirements

EXSC A201	3
EXSC A322 or EXSC A425 or EXSC A426 or Laboratory Science Elective.....	3-4
[If EXSC A322 or EXSC A425 (3 credit hour options) is chosen, 13 free elective hours must be taken]	
[If EXSC A426 or the Laboratory Science Elective (4 credit hour options) is chosen, 12 free elective hours must be taken]	
EXSC A440	3
EXSC A441	3

Science Requirement

PHYS A201	4
-----------------	---

Free Electives⁴..... 3-13

Total Hours Required⁵120-128

¹ Required in Basic Sciences Concentration

² For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

³ CHEM A105 and MATH below A111 do not meet this requirement, or any other courses that are below the level accepted for the exercise and sports science general education requirements. Appropriate courses should have an acronym from the following: BIOL, CHEM, PHYS, MATH, PSYC. EXSC A201 and EXSC A499 may also be used to meet this requirement.

⁴ The fitness management and basic sciences concentrations require three free elective credit hours. The allied health concentration requires 12-13 free elective credit hours.

⁵ The fitness management concentration requires 124-127 total credit hours. The basic sciences concentration requires 125-128 total credit hours. The allied health concentration requires 120-123 total credit hours.

Course Descriptions

Exercise and Sports Science (EXSC)

The 100-192 series are activity courses that focus on the comprehension of principles and techniques, skill development, and regular activity participation as a means of promoting lifelong physical fitness. In a given semester, students may enroll in only one section of a specific activities topic.

An activity course may be taken no more than twice for university credit.

Any student taking an activity course in the Wellness Center or Natatorium will be required to pay any associated fees as adopted by the Campus/Board of Trustees. Please refer to the University's fee schedule for additional details.

- EXSC A101 Conditioning I. (1)** An introduction to the principles and techniques of cardiovascular training.
- EXSC A102 Conditioning II. (1)** (Prereq: EXSC A101 or permission of the instructor) Advanced concepts and programming in cardiovascular training.
- EXSC A106 Weight Training I. (1)** An introduction to the principles and techniques of weight training.
- EXSC A107 Weight Training II. (1)** (Prereq: EXSC A106 or permission of instructor) Advanced concepts and programming in weight training.
- EXSC A110 Beginning Golf. (1)** An introduction to the rules and fundamental skills of golf. Equipment available if needed. Golf range fee.
- EXSC A111 Intermediate Golf. (1)** (Prereq: EXSC A110 or permission of instructor) Further refinement of the golf skills. Equipment available if needed. Golf range fee.
- EXSC A112 Advanced Golf. (1)** (Prereq: EXSC A111 or permission of instructor) Development of advanced golf skills and strategies. Equipment available if needed. Golf range fee.
- EXSC A116 Beginning Tennis. (1)** An introduction to the rules and fundamental skills of tennis. Equipment available if needed.
- EXSC A117 Intermediate Tennis. (1)** (Prereq: EXSC A116 or permission of instructor) Further refinement of fundamental tennis skills and introduction of more advanced skills and strategies. Equipment available if needed.
- EXSC A118 Advanced Tennis. (1)** (Prereq: EXSC A117 or permission of instructor) Advanced skill development and strategies for the game of tennis. Equipment available if needed.
- EXSC A120 Aerobics I. (1)** An introduction to the principles and techniques of aerobic dance.
- EXSC A121 Aerobics II. (1)** (Prereq: EXSC A120 or permission of instructor) Advanced concepts, techniques, and programming in aerobic dance.
- EXSC A123 Step Aerobics I. (1)** An introduction to the principles and techniques of step aerobics.
- EXSC A124 Step Aerobics II. (1)** (Prereq: EXSC A123 or permission of instructor) Advanced concepts, techniques and programming in step aerobics.
- EXSC A140 Beginning Swimming. (1)** An introduction to the fundamental skills of swimming and pool safety.

(Can obtain American Red Cross Beginning and Advanced Beginning swimming certifications).

- EXSC A141 Intermediate Swimming. (1)** (Prereq: EXSC A140 or permission of instructor) Refinement of the American Crawl or freestyle stroke and introduction of more advanced swimming strokes and skills. (Can obtain American Red Cross Intermediate swimming certification).
- EXSC A142 Advanced Swimming. (1)** (Prereq: EXSC A141 or permission of instructor) Refinement of all basic swimming strokes and emphasis on lap swimming. (Can obtain American Red Cross Advanced swimming certification).
- EXSC A143 Lifeguard Training. (1)** (Prereq: Meet standards set by American Red Cross) Development of the knowledge and skills necessary to be a competent lifeguard. (Can obtain American Red Cross Lifeguarding certification).
- EXSC A190 Special Topic. (1)** Unique physical activities offered according to student interest.
- EXSC A191 Yoga. (1)** This course provides the student with an introduction to the principles, techniques, and active practice of yoga.
- EXSC A192 Self Defense for Women. (1)** This course provides the student with an introduction to the principles, techniques, and active practice of self-defense for women.
- EXSC A198 Foundations in Exercise and Sports Science. (2)** An introduction to the field of exercise and sports science. The course provides an overview of the scope, history, principles, research issues, professional organizations and publications, and other current information important to professionals interested in this field.
- EXSC A201 Medical Terminology. (3)** This course covers the meaning, spelling, and pronunciation of medical terms. Medical terms are dissected into roots, prefixes, and suffixes.
- EXSC A203 CPR and First Aid. (1)** The study and practice of early emergency care procedures, including cardiopulmonary resuscitation and basic first aid, from which a nationally recognized certification can be obtained.
- EXSC A204 Group Exercise Fitness Training Instructor Certification. (2)** This certification course prepares students to practice as a Group Exercise Fitness Instructor. WITS (World Instructor Training School) is the certifying agency for this certification. The course includes classroom learning and practical lab application. Topics include the foundation of teaching fitness classes in a group environment, including presentation skills, voice projection, class management, safety, motivation, anatomy, biomechanics, exercise physiology, equipment usage, special populations, and legal issues. Each student will prepare and sit for a 100-question written certification exam as well as a 30-minute practical exam.
- EXSC A225 Introduction to Athletic Training. (3)** An introduction to the athletic training profession, including basic concepts of epidemiology of athletic injuries, pharmacology, protective devices, emergency care, and nutrition.
- EXSC A239 Fitness Assessment and Exercise Leadership. (3)** (Prereq: departmental permission) The

study of the theory, skills, and assessment of cardiorespiratory fitness, body composition, muscular strength, muscular endurance, and flexibility as well as exercise leadership for the improvement of these components of health-related physical fitness. Emphasis is placed on the development of skills for fitness assessment and exercise leadership.

- EXSC A311 Nutritional Aspects of Health, Fitness, and Sports Performance. (3)** (Prereq: Grade of C or better in BIOL A244 and CHEM A101 or A111) The study of nutrition as it impacts health, fitness, and sports performance. Particular emphasis is given to basic nutrition, diet analysis, weight control, special diets, eating disorders, and the use of ergogenic aids in sports.
- EXSC A321 Anatomical and Biomechanical Kinesiology. (3)** (Prereq: Grade of C or better in BIOL A244) The study of the anatomical and mechanical principles governing human motion, with emphasis placed on the ability to analyze human movement utilizing these principles.
- EXSC A322 Personal Training Certification (3)** (Prereq: EXSC A239 with a C or better or departmental permission) This certification course prepares students to practice as a professional Personal Fitness Trainer. WITS (World Instructor Training School) is the certifying agency for this certification. The course includes classroom learning and practical lab application. Topics include anatomy; biomechanics; exercise physiology; fitness testing and health assessment; nutrition; exercise prescriptive; equipment usage; special populations; and legal and safety issues. Each student will prepare and sit for a 100-question written certification exam as well as a 30-minute practical exam.
- EXSC A323 Exercise Physiology. (3)** (Prereq: Grades of C or better in BIOL A244 and EXSC A239; Coreq: EXSC A323L) The study of human physiological responses to physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory, and nervous systems.
- EXSC A323L Exercise Physiology Laboratory. (1)** (Prereq: Grades of C or better in BIOL A244 and EXSC 239; Coreq: EXSC A323) Laboratory experiences related to exercise physiology, including a variety of fitness assessments.
- EXSC A328 Electrocardiography. (3)** (Prereq: Grade of C or better in BIOL 244) An introduction to basic concepts of electrocardiography, including cardiac electrophysiology, lead systems, and interpretation of rhythm strips and 12-lead electrocardiograms.
- EXSC A337 Health and Behavior Change. (3)** (Prereq: Grade of C or better in PSYC A101 or departmental permission) A study of health risk factor identification and modification, emphasizing behavioral changes. Topics such as weight control, physical activity, dietary modification, smoking cessation, and stress management will be discussed as related to the impact on health.
- EXSC A401 Management of Fitness Related Programs. (3)** (Prereq: Grade of C or better in EXSC A198) The study of management issues associated with fitness, clinical, and athletic training-related facilities. Emphasis is placed on administrative philosophy, programming, facility design and usage, equipment selection, operational policies and procedures,

liability concerns, and other related aspects.

- EXSC A423 Exercise Testing. (3)** (Prereq: Grades of C or better in EXSC A323, A323L, and A328; Coreq: EXSC A423L) A study of the various methods and procedures utilized to screen and test persons for their level of cardiovascular fitness. Field tests and laboratory assessments will be considered, as well as the appropriateness of various evaluation tools for persons with differing levels of fitness and special conditions.
- EXSC A423L Exercise Testing Laboratory. (1)** (Prereq: Grades of C or better in EXSC A323, A323L, A328; Coreq: EXSC A423) Laboratory experiences in submaximal and maximal exercise testing. Required laboratory supplies must be purchased from the USC Aiken Bookstore.
- EXSC A424 Exercise Prescription. (3)** (Prereq: Grades of C or better in EXSC A311, A423, and A423L) A study of the concepts and procedures necessary to develop appropriate exercise prescriptions for various populations and fitness levels. Compliance, risk of injury, and other specific programming issues will also be addressed. Case studies are utilized to assist in application of information.
- EXSC A425 Clinical Exercise Physiology. (3)** (Prereq: EXSC A323, EXSC A323L with a C or better) This is an advanced undergraduate course designed to provide students with an understanding of exercise physiology for clinical populations. Topics include the pathophysiology, medical treatment, and lifestyle management of chronic cardiac, pulmonary, metabolic, and neuromuscular diseases. Particular emphasis is placed on the role of exercise in the prevention and treatment of these conditions. Other topics such as weight control, physical activity, dietary modification, smoking cessation, and stress management will be discussed as they relate to current professional standards. This course is designed to prepare students for American College of Sports Medicine (ACSM) and other clinical certifications.
- EXSC A426 Fitness and Performance Coaching. (4)** (Prereq: EXSC A198, EXSC A239, EXSC A321 with a C or better) This course is designed to prepare students to coach fitness and performance programs in athletic, recreational, and physical education environments. This course involves students refining and applying techniques pertinent to fitness and performance, including screening, mechanical analysis, coaching cues, movement modification strategies, programming, nutrition, and recovery. This course prepares students for certifications consistent with professional standards.
- EXSC A439 Internship in Fitness Management. (3-12)** (Prereq: Grades of C or better in EXSC A423 and EXSC A423L) A supervised internship experience in fitness management-related area which brings together the various information learned from all prior major courses. The student must hold current CPR certification from the beginning of the internship to the end. (Contract required)
- EXSC A440 Topics in Allied Health. (3)** (Prereq: Grades of C or better in EXSC A323 and A323L) This topics course provides information in areas such as nuclear medicine, sonography (both rest and exercise), respiratory therapy, physical therapy assistant (PTA), occupational therapy assistant

(OTA), cardiac rehabilitation, athletic training, dietetics, personal training, and other select exercise, education, and therapeutic allied health-related areas. The course uses a format where a significant magnitude of critical inquiry and participation is expected of the student.

EXSC A441 Field Experience in Allied Health. (3) (Prereq: Grades of C or better in EXSC A201, A423, A423L, and A440 or consent of the Department Chair) This course provides the student with a supervised field experience in an allied health-related area (140 contact hours) that brings together information learned from all prior major courses. [An Independent Study Contract is required. This contract will insure the reservation of these select field experiences for students seeking an allied health experience in areas such as nuclear medicine, sonography (both rest and exercise), respiratory therapy, physical therapy assistant (PTA), occupational therapy assistant (OTA), cardiac rehabilitation, athletic training, dietetics, personal training, and other select exercise, education, and therapeutic allied health-related areas. The contract will preclude registration by students from one of the other exercise and sports science concentrations. Signatures will be required from a member of the Exercise and Sports Science Allied Health Concentration Committee and from the Department Chair.]

EXSC A458 Research Methods in Exercise and Sports Science. (3) (Prereq: Grades of C or better in EXSC A323 and A323L, with satisfactory completion of a statistics course) An exploration of the fundamental concepts of research design, data collection, and data analysis. This class involves students in the development and presentation of a research proposal including the introduction, review of literature and methods. Students who earned credit for EXSC A359 may not earn credit for EXSC A458.

EXSC A459 Research Topics in Exercise and Sports Science. (3) (Prereq: Grade of C or better in EXSC A458) Exploration of research topics in different aspects of exercise science. The course is designed to familiarize students with current issues and research in exercise science. Students will read and discuss literature relevant to exercise and sports science.

EXSC A499 Senior Research in Exercise and Sports Science. (3) (Prereq: Grade of C or better in EXSC A458 and permission from the instructor) Independent study research project in exercise and sports science. Students will work directly with a faculty mentor to collect and analyze data, write a manuscript, and present the results in written and/or oral form. This course could substitute for EXSC A459 or count toward basic science concentration science electives. (Contract required)

EXSC A599 Current Topics. (1-3) (Prereq: specific to course offering) An in-depth study of current topics drawn from the literature or from practice. (Offered by student demand)

Department of Mathematical Sciences and Engineering

Dr. Mohammad Q. Hailat, *Department Chair*

Professors

Hani Abu-Salem (Computer Science),
Ph.D., Illinois Institute of Technology

Telling Chen (Mathematics and Computer Science),
Ph.D., University of Western Ontario

Koffi B. Fadimba (Mathematics),
Ph.D. University of South Carolina

Mohammad Q. Hailat (Mathematics),
Ph.D., University of Michigan

Reginald Koo (Mathematics),
Ph.D., University of South Carolina

Rao Li (Mathematics and Computer Science),
Ph.D., University of Memphis
Bridgestone/Firestone S.C. Endowed Professorship in Mathematics and Computer Science

Zhenheng Li (Mathematics and Computer Science),
Ph.D., University of Western Ontario

Associate Professors

Bethany S. Fralick (Mechanical Engineering),
Ph.D., University of South Carolina

Murthy Rallapalli (Computer Science - Cyber Security),
Ph.D., Stevens Institute of Technology

Yilian Zhang (Mathematics and Computer Science),
Ph.D., University of Rochester

Assistant Professors

Titan C. Paul (Mechanical Engineering),
Ph.D., University of South Carolina

Gerald R. Pendergast (Mechanical Engineering),
Ph.D., Naval Postgraduate School

Thomas F. Reid (Mathematics and Statistics),
Ph.D., University of North Carolina at Chapel Hill

Senior Instructors

Paul Ilukor (Mathematics),
M.S., Clemson University

David G. Jaspers (Mathematics),
M.S., University of South Carolina

Instructors

David Ramsey (Mathematics),

M.A., State University of New York at Stony Brook

William Shipes (Mathematics),

M.S., Clemson University

Richard S. Terlizzi (Mathematics and Statistics),

D.Ed., Nova Southeastern University

Distinguished Professor Emeritus

Robert G. Phillips (Mathematics),

Ph.D., University of California at Los Angeles

Professors Emeriti

Frederick P. Huston, III (Computer Science),

M.A., Emory University

Janie H. Key (Mathematics and Computer Science),

M.S., Vanderbilt University

M.S., University of South Carolina

Stephen C. King (Mathematics),

Ph.D., Yale University

Michael D. May (Engineering and Mathematics),

M.S., U.S. Naval Postgraduate School

Department Mission Statement

The mission of the Department of Mathematical Sciences is to provide students with an understanding and appreciation of mathematics and the related areas of computer science and engineering. To this end, the Department (a) provides students throughout the University with training in thinking analytically through problem-solving activities and in communicating effectively using graphical and numeric symbols; (b) provides instruction in a number of courses required for the USC engineering program; (c) provides the mathematical background for pre-service and continuing elementary school teachers and secondary school mathematics teachers; and (d) provides mathematics, computer science, and industrial process engineering majors with background for graduate studies or preparation for careers in the mathematical sciences. In addition, the Department seeks to foster study, learning, and appreciation of the mathematical sciences among pre-college students through outreach activities.

Curricula

The Department of Mathematical Sciences offers programs leading to the Bachelor of Science degree with a major in applied mathematics, the Bachelor of Science degree with a major in applied computer science, the Bachelor of Science degree with a major in applied computer science with cybersecurity concentration, the Bachelor of Science degree with a major in applied computer science with applied gaming concentration, and the Bachelor of Science degree with a major in industrial process engineering. The Department also serves other disciplines at USC Aiken through course offerings which provide basic skills necessary for general education or for the pursuit of studies in those disciplines.

B.S. in Applied Computer Science

The Bachelor of Science degree in Applied Computer Science prepares students to be computer professionals in a variety of tech-

nically demanding fields. The curriculum will provide students with knowledge and technical skills in both fundamental and applied computer science. Graduates of the program have the problem-solving experience and the hands-on technical skills needed in the computer science industry. The curriculum includes diverse courses in the applied computer science field, such as courses in software development, computer systems, networking, security, database system, graphic applications and mobile technology. Concentrations in cybersecurity and in applied gaming provide students with direct applications in industrial, medical, and military contexts.

B.S. in Applied Mathematics

The Bachelor of Science degree in Applied Mathematics prepares students for immediate employment a wide variety of careers in industry. The curriculum provides a high-quality liberal arts foundation which focuses on applied aspects of mathematics. Technical electives in business, computer science or engineering allow students to augment their studies in academic areas that most interest them.

B.S. in Industrial Process Engineering

The Bachelor of Science degree in Industrial Process Engineering provides students with the technical knowledge and skills in engineering, mathematics, and science for careers in industry. The curriculum includes a variety of courses in engineering, mathematics, business, and the natural sciences, as well as the flexibility to choose technical elective courses to highlight their academic interests.

Mathematics Placement

Please refer to the Admissions section of this bulletin for specifications.

Technological Literacy in Applied Mathematics and Applied Computer Science

To meet the requirement of computer competency, Applied Mathematics and Applied Computer Science majors are required to successfully complete several computer science courses.

Advanced Placement

Advanced Placement examinations may be used to gain credit and advanced placement in calculus and computer science. For more information on Advanced Placement, refer to the Admissions section of this bulletin.

Bachelor of Science - Major in Applied Computer Science

1. General Education Requirements..... 50-52

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in Non-Western World Studies, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences² 8
Two Natural Sciences: Biology, Chemistry, Physics, Geology, Astronomy (2 Labs)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences 6
Psychology, Sociology, Anthropology, Political Science,

Geography, Honors (HONS acronym)	
4. Languages	6-8
(Two (2) semesters of the same language required.)	
5. Humanities ¹ (at least two areas).....	9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)	

B. Intellectual and Practical Skills 15

- English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses and other English courses.
- Oral Communication..... 3
(COMM A201, COMM A241)
- Mathematics²..... 6
(MATH A122 and MATH A174)
- Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.
- Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see the Writing Intensive Course Definition under Academic Affairs and Regulations. (Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

- American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)
- Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment. For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, or a capstone.

Major Requirements

Core Courses ²	50
CSCI A125, A145, A146, A185	14
CSCI A220, A225, A255	9
CSCI A320, A330, A340, A350, A360	15
CSCI A415.....	3
CSCI A520, A521	6
MATH A344	3
Technical Electives ³	9
Capstone ²	3

CSCI A590	
Free Electives.....	6-9
Total hours required.....	120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² Must have a grade of C or better

³ Any CSCI A200+ courses

Bachelor of Science - **Major in Applied Computer Science,** **Applied Gaming Concentration**

1. General Education Requirements..... 50-52

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in Non-Western World Studies, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

- Natural Sciences²..... 8
(PHYS A201 and PHYS A202)
- History of Civilization 3
(HIST A101 or HIST A102)
- Social and Behavioral Sciences..... 6
PSYC A101 3
One course of Sociology, Anthropology, Economics, Political Science, Geography, Honors (HONS acronym)..... 3
- Languages..... 6-8
(Two (2) semesters of the same language required.)
- Humanities¹ (at least two areas)..... 9
Communication (last two digits must be in 50s or 60s),
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion, Selected
Language courses, Humanities (HSSI acronym), Honors
(HONS acronym)

B. Intellectual and Practical Skills 15

- English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses and other English courses.
- Oral Communication..... 3
(COMM A201, COMM A241)
- Mathematics²..... 6
(MATH A122 and MATH A174)
- Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.
- Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the

student's major.

For more information, see the Writing Intensive Course Definition under Academic Affairs and Regulations. (Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment. For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, or a capstone.

Major Requirements

Core Courses	53
ARTS A380.....	3
CSCI A125, A145, A146	11
CSCI A210, A220, A225, A255, A275.....	15
CSCI A320, A350, A360, A375.....	12
EDET A603, A652	6
MATH A344	3
PSYC A450	3
Technical Electives ^{2,3}	3
Capstone ²	3
CSCI A590	
Free Electives.....	9-12

Total hours required..... 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² Must have a grade of C or better

³ Any CSCI courses not required by major

Bachelor of Science -

Major in Applied Computer Science.

Cybersecurity Concentration

1. General Education Requirements..... 50-52

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in Non-Western World Studies, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences² 8

Two Natural Sciences: Biology, Chemistry, Physics, Geology, Astronomy (2 Labs)

2. History of Civilization 3
(HIST A101 or HIST A102)

3. Social and Behavioral Sciences 6
Psychology, Sociology, Anthropology, Political Science, Geography, Honors (HONS acronym)

4. Languages 6-8
(Two (2) semesters of the same language required.)

5. Humanities¹ (at least two areas)..... 9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102.....6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses and other English courses.

2. Oral Communication..... 3
(COMM A201, COMM A241)

3. Mathematics²..... 6
(MATH A122 and MATH A174)

4. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see the Writing Intensive Course Definition under Academic Affairs and Regulations. (Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment. For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, or a capstone.

Major Requirements

Core Courses ²	51
CSCI A125, A145, A146	11
CSCI A210, A215, A220, A255, A285.....	15
CSCI A360.....	3
CSCI A411, A415, A425	9
CSCI A515, A520, A525, A545.....	13

Technical Electives ^{2,3}	3
Capstone ²	3
CSCI A590	
Free Electives	11-14
Total hours required	120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² Must have a grade of C or better

³ Any CSCI courses not required by major

Bachelor of Science - Major in Applied Mathematics

1. General Education Requirements..... 52-54

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in Non-Western World Studies, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences² 8
Two Natural Sciences: Biology, Chemistry (CHEM 111, 112), Physics (PHYS 211, 212), Geology, Astronomy (2 Labs)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences 6
ECON A221/A222 and one course from:
Psychology, Sociology, Anthropology, Political Science, Geography, Honors (HONS acronym)
4. Languages..... 6-8
(Two (2) semesters of the same language required.)
5. Humanities¹ (at least two areas)..... 9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 17

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses and other English courses.
2. Oral Communication..... 3
(COMM A201, COMM A241)
3. Mathematics²..... 8
(MATH A141 and MATH A142)
4. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see the Writing Intensive Course Definition under Academic Affairs and Regulations. (Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.)

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment. For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, or a capstone.

Major Requirements

Core Courses ²	40
CSCI A145, A562	7
MATH A135, A174	4
MATH A225, A241, A242	11
MATH A325	3
MATH A518, A519, A544	9
STAT A509, A510	6
Business Component	6
BADM A225, A363	
Technical Electives ²	9
Any CSCI course (146 or higher not required by major), any ENCP course (200 or higher), any MATH course (300 or higher not required by major), or department approved course.	
Capstone ²	6
MATH A590, MATH A591	
Free Electives	5-8

Total hours required..... 120

¹For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

²Must have a grade of C or better

Bachelor of Science - Major in Industrial Processing Engineering

The Bachelor of Science degree in Industrial Process Engineering provides students with the technical knowledge and skills in engineering, mathematics, and science for careers in industry. The curriculum includes a variety of courses in: engineering, mathematics, business, and the natural sciences; and the flexibility to choose technical elective courses to highlight their academic interests.

1. General Education Requirements..... 54

A. Knowledge of Human Cultures and the Physical and Natural World 34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences² 16
Chemistry (CHEM A111, CHEM A112)
Physics (PHYS A211, PHYS A212)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences 6
ECON A221 or A222 and one course from:
Psychology, Sociology, Anthropology, Political Science,
Geography
4. Humanities ¹ (at least two areas)..... 9
PHIL A325 and two courses (at least one not in PHIL) from:
Communication (last two digits must be in 50s or 60s),
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion, Selected
Language courses, Humanities (HSSI acronym), Honors
(HONS acronym)

B. Intellectual and Practical Skills 17

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
2. Oral Communication..... 3
(COMM A201, COMM A241)
3. Mathematics 8
(MATH A141 and MATH A142)
4. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.
5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.
Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment. For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integra-

tive learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, or a capstone.

2. Major Requirements..... 74

Core Courses²: 56

- ENCP A101, A102 6
- ENCP A200, A260, A290 9
- MATH A241, A242 8
- STAT A509 3
- ENCP A310, A316, A327, A334, A360, A361, A371, A380, A421 27
- ELCT A221 3

Business Component: 6

- BADM A371, A494 6

Technical Electives²: 6

Any ENCP course (300 or higher not required by major), any CSCI course (A145 or higher), any MATH course (A225 or higher not required by major), any MGMT course (300 or higher), any BADM course (300 or higher not required by major), any CHEM course 300 or higher, or department-approved course

Capstone²..... 6

- ENCP A498, ENCP A499

Total hours required..... 128

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations..

² Must have a grade of C or better.

Minor in Computer Science

Prerequisites:

Mathematics placement above MATH A111, or completion of either MATH A111 or A170 with a grade of C or better.

Corequisite¹:

MATH A174 Discrete Mathematics for Computer Science.

This course must be completed with a grade of C or better before taking CSCI A220. MATH A174 may be used in partial fulfillment of General Education requirements.

Requirements¹:

- CSCI A145 Introduction to Algorithmic Design I 4
- CSCI A146 Introduction to Algorithmic Design II 4
- CSCI A220 Data Structures and Algorithms..... 3
- One additional CSCI course (200 or higher) 3
- Two additional CSCI courses (300 or higher)..... 6

Total hours required..... 20

¹Must have a grade of C or better

Minor in Mathematics

Prerequisite:

Completion of MATH A141 and MATH A142 with grades of C or

better.

Requirements¹:

MATH A174 Discrete Mathematics.....	3
MATH A241 Calculus III.....	4
MATH A242 Ordinary Differential Equations	4
Two other MATH or STAT courses 300 or higher (except A503)....	6
Total hours required.....	17

Students wishing to take a cognate in mathematics or computer science should take any MATH courses A241 or higher; CSCI A145 and A146; or any CSCI courses A210 or higher.

¹Must have a grade of C or better

Course Descriptions

Computer Science (CSCI)

CSCI A101 Introduction to Computer Concepts. (3)

Capabilities and limitations of computers, programming in BASIC, history and development of modern computers, components of a computer system, computer jargon, machine language, software demonstration, and evaluation. Intended primarily for non-mathematics/computer science majors. Open only to those students who have not previously completed a computer course.

CSCI A125 Introduction to Computer Science. (3) (Prereq:

Placement above MATH A104, or MATH A104 with a grade C or better, or consent of department) This course is designed to help students with no prior exposure to computer science or programming learn to think computationally and write programs to solve real-life problems. The course focuses on problem analysis and the development of algorithms and computer programs in a modern high-level language. This course is for students who want to pursue a major in computer science.

CSCI A145 Introduction to Algorithmic Design I. (4) (Prereq:

For Applied CS majors, a grade of C or better in CSCI A125. For all other majors, by mathematics placement above MATH A111 or a grade of C or better in MATH A111. For all majors, by departmental permission). This is the first course in the two-semester programming course sequence for students majoring in computer science. It teaches program design, coding, debugging, testing, and documentation using good programming style in Java, and provides a foundation for further studies in computer science. Three hours of lectures and three hours of laboratory per week.

CSCI A146 Introduction to Algorithmic Design II. (4)

(Prereq: CSCI A145 with a grade of C or better) A continuation of CSCI A145. Rigorous development of algorithms and computer programs; elementary data structures. Three hours of lectures and three hours of laboratory per week.

CSCI A185 Computer Applications and Programming. (3)

(Prereq: MATH A108 or MATH A108L with a grade of C or better, placement higher than MATH A108 or MATH A108L, or consent of department) This course introduces systematic computer problem-solving using a procedural language. Emphasis is placed upon algorithm development and program

implementation. This course is intended for students to learn computer visual programming. Emphasis is on the fundamentals of structured design, development, testing, implementation, and documentation. Course topics include language syntax, data and file structures, input/output devices, and files. This course also provides exposure to applications such as spreadsheets, database management, and web-page design leading to an advanced level of competency.

CSCI A209 Topics in Computer Programming. (3) (Prereq: consent of instructor) Programming and application development using selected programming languages. Course content varies and will be announced in the schedule of classes by suffix and title.

CSCI A210 Introduction to Computer Organization. (3) (Prereq: CSCI A145 with a grade of C or better) This course covers computer organization and architecture with a focus on how the various components of computer systems fit together and interact. The goal of this course is to obtain a working knowledge of the lower levels of abstraction of a computer system. Students will learn how to program at both the assembly level and the instruction set architecture level, and obtain an in-depth understanding of how computers work by considering the design of the levels of abstraction and the relationship between the levels.

CSCI A215 Ethics and Professional Issues. (3) Covers the impact of computer use on society, the ethical use of software, and the protection of intellectual property rights. The responsibility of professionals will be discussed in the context of the IEEE/ACM professional code of ethics.

CSCI A220 Data Structures and Algorithms. (3) (Prereq: MATH A174 and CSCI A146 with a grade of C or better, or consent of the department) Theory and advanced techniques for representation of information. Abstract data types: lists, stacks, queues, sets, trees, and graphs. Algorithms for sorting, searching, and hashing.

CSCI A225 Web Development. (3) (Prereq: CSCI A145 with a grade of C or better) This course is an introduction to web development. The course will explore prevailing technologies in three main components of web applications: client, server, and data. It will also provide practical experiences with large-scale interactive website development.

CSCI A255 Introduction to Information Security. (3) (Prereq: CSCI A125 with a grade of C or better) This course is an introduction to basic security concepts and principles of information security. Topics will include history of information security; overview of system security, software security, and network security; and security management.

CSCI A275 Physics Engine Integration. (3) This course is an introduction course to gaming physics engines. It provides fundamental techniques for students to integrate and use commercial 3D physics engines in game development. Topics focus on virtual simulation of physics systems, such as gravity, collision, fabric movement, wind, etc.

CSCI A285 Introduction to Cryptography. (3) (Prereq: CSCI A146, CSCI A255, MATH A122, and MATH A174 with a grade of C or better) This course introduces fundamental topics in cryptography, including

symmetric cryptography, historical ciphers, the data encryption standard, the advanced encryption standard, and asymmetric cryptography. It also covers topics in number theory for public-key cryptography, the RSA cryptosystem, and the RSA digital signature scheme.

- CSCI A320 Object-Oriented Programming. (3)** (Prereq: CSCI A145 with a grade of C or better) An in-depth study using the object-oriented programming paradigm. Topics include: abstraction, encapsulation, information hiding, classes, inheritance, polymorphism, and the object-oriented programming applications for 2-D graphics, user interface design, events, exceptions, multithreading, multimedia, and animations.
- CSCI A325 System-level Programming. (3)** (Prereq: CSCI A220) The course is designed to help students with no prior exposure to system programming. System programming refers to writing code that prioritizes operating system support for programmers. The course will cover basic concepts of system programming, system programming language(s), and application of those language(s) to system-level problems. The course will focus on programming constructs that are closely aligned with the architecture of a digital computer: shells and scripting; system-level programming in the C/ C++ language; and software development tools and techniques.
- CSCI A330 Programming Language Structures. (3)** (Prereq: CSCI A220 with a grade of C or better) Formal specification syntax and semantics; structure of algorithms; list processing and string manipulation languages; statement types, control structures, and interfacing procedures.
- CSCI A340 Mobile Application Development. (3)** (Prereq: CSCI A146 with a grade of C or better or consent of the department) The study of the basic concepts and programming skills of mobile computing. Topics include: user interfaces, layouts, events and event handling, graphics, images, animations, multimedia, 2D game development, data persistence, and networking.
- CSCI A350 Computer Graphics. (3)** (Prereq: CSCI A220 with a grade of C or better) This course is an introduction to computer graphics, covering the fundamental mathematical and computational concepts underlying computer graphics. The course consists of discussions of the basic theoretical concepts and practical programming with OpenGL. Students will learn the architecture of OpenGL, color, input, geometric transformations, 3D graphics, shading, rasterization, and some other techniques.
- CSCI A360 Software Engineering. (3)** (Prereq: CSCI A146 with a grade of C or better) This course introduces basic knowledge about software engineering, including principles and techniques of software design, software construction, software testing, and software maintenance. For students who took CSCI A240, this class will not count as a technical elective.
- CSCI A376 Graph Theory for Computer Science. (3)** (Prereq: CSCI A146 and MATH A174 with grades of C or better) An algorithmic introduction to graph theory and its applications. Topics include: fundamental concepts for graphs, connectivity, matrices of graphs, trees, paths and cycles, matchings, graph

colorings, and planar graphs.

- CSCI A399 Independent Study. (3-9)** (Prereq: consent of department)
- CSCI A411 Operating Systems. (3)** (Prereq: CSCI A220 with a grade of C or better) Basic concepts and terminology of operating systems. Process implementation, synchronization, memory management, protection, resource allocation, system modeling, pragmatic aspects, case studies.
- CSCI A415 Data Communication and Computer Networks. (3)** (Prereq: CSCI A220 with a grade of C or better) The study of concepts and components in data communications and computer networks. Topics will include data transmission, reference models, common network protocols, network applications, and technologies.
- CSCI A425 Network Security. (3)** (Prereq: CSCI A415 with grade of C or better) Study of network security principles and defensive technologies. Topics include basic network security concepts, network intrusion detection and prevention, traffic flow analysis, segregation, security management, and secure protocols usage.
- CSCI A450 Introduction to Image Processing. (3)** (Prereq: CSCI A415 with grade of C or better) This course provides an introduction to the basic concepts and general methods of digital image processing. The theories, algorithms, and processing techniques in both the spatial and frequency domains will be discussed. Students will gain understanding of the fundamental mathematical transformations used in digital image processing and practical skills of implementing the processing algorithms with computer programming.
- CSCI A492 Topics in Computer Science. (3)** (Prereq: consent of instructor) Study of selected topics in computer science. To be offered as a lecture course on a "demand basis" only.
- CSCI A515 Ethical Hacking. (4)** (Prereq: departmental permission) This course teaches how computers can be exploited and how techniques can be selected and countered (e.g. scanning, mapping, password attacks, and more advanced attacks).
- CSCI A520 Database System Design. (3)** (Prereq: CSCI A220 with a grade of C or better) Database organization; design and use of database management systems; database models, including network, hierarchical and relational; data description languages, data independence, and representation.
- CSCI A521 Database Programming for Computer Science. (3)** (Prereq: CSCI A520 with a grade of C or better) A programming course in large-scale relational database environment using host languages. Database design and implementation of on-line applications using some of the programmatic extensions to Structured Query Language (SQL) supported by top of the line enterprise Relational Database Management Systems (RDBMS). Topics covered in this course include: database programming using open architectures, embedded and dynamic query languages, procedural extension of query languages, stored procedures and triggers, data transformation techniques to enhance interoperability of data, and introduction to extensible markup data definition and retrieval languages.

- CSCI A525 Secure Software Engineering. (3)** (Prereq: departmental permission) This course introduces the fundamentals for constructing secure software by applying security principles to software development processes. Software vulnerabilities and possible attacks that exploit them will be covered.
- CSCI A545 Cyber Defense and Digital Forensics. (3)** (Prereq: departmental permission) This course introduces the tools and techniques for monitoring and preventing illegal accesses to computer systems that contain confidential or sensitive information. In addition, this course introduces digital forensic tools and techniques to collect, analyze, document, and present evidence for malicious activities or computer-related crimes.
- CSCI A550 Design and Analysis of Algorithms. (3)** (Prereq: CSCI A220 and MATH A141 with grades of C or better) An introduction to the design and analysis of fundamental algorithms in computer science. The algorithmic design paradigms such as the greedy method, divide and conquer, dynamic programming, backtracking, and branch-and-bound. The analyses of algorithms from different areas such as searching, sorting, graph theory, combinatorial optimization, and computational geometry. An introduction to the theory of NP-completeness.
- CSCI A562 Numerical Methods. (3)** (Prereq: MATH A242 and MATH A544 with grades of C or better or consent of instructor, and a working knowledge of programming) An introduction to numerical methods used in solving equations and systems of equations, numerical integration, differential equations, interpolation, and approximation of functions.
- CSCI A590 Math/CS Capstone Seminar. [=MATH A590] (3)** (Prereq: Senior standing in Math/CS, Industrial Math, Math Ed major, or departmental permission). Intended primarily for math/CS Majors and math ed Majors. Each student is required to do an in-depth study of some topic to be presented orally and in writing in class, and to participate in the discussion and debate of topics presented by other students. Topics will be tied together under a common theme chosen by the faculty.

Electrical Engineering (ELCT)

- ELCT A221 Circuits. (3)** (Prereq: MATH A142 with a grade of C or better). Linear circuit analysis and design.

Engineering (ENCP)

- ENCP A101 Introduction to Engineering I. (3)** (Prereq: MATH A104 with a grade of C or better or placement beyond MATH A104) Engineering problem solving using computers and other engineering tools.
- ENCP A102 Introduction to Engineering II. (3)** (Prereq: MATH A108 with a grade of C or better) Introduction to basic concepts in engineering graphics as a means of communication, including orthographic projections, descriptive modeling, and computer graphics.

- ENCP A200 Statics. (3)** (Prereq: MATH A141 with a grade of C or better) Introduction to the principles of mechanics. Equilibrium of particles and rigid bodies. Distributed forces, centroids, and centers of gravity. Moments of inertia of areas. Analysis of simple structures and machines. A study of various types of friction.
- ENCP A260 Introduction to the Mechanics of Solids. (3)** (Prereq: ENCP A200 with a grade of C or better or consent of the department) Basic concepts of stress and strain; stress and strain transformation concepts. Basic developments for stresses, tension, torsion, axial load, and pressure. Deformations of elastic relationships between stress and strain.
- ENCP A290 Thermodynamic Fundamentals. (3)** (Prereq: MATH A142 with a grade of C or better) Definitions, work, heat and energy. First law analyses of systems and control volumes. Second law analysis.
- ENCP A301 Introduction to Applied Numerical Methods. (3)** (Prereq: MATH A141 with a grade of C or better, Coreq: MATH A142) Introduction and application of linear algebra and numerical methods of solving physical and engineering problems. Techniques include iterative solution techniques, methods of solving systems of equations, and numerical integration and differentiation.
- ENCP A310 Dynamics. (3)** (Prereq: ENCP A200 with a grade of C or better) Kinematics of particles and rigid bodies. Kinetics of particles, emphasis on Newton's second law, energy and momentum methods for the solution of problems. Applications of plane motion of rigid bodies.
- ENCP A316 Control Systems. (3)** (Prereq: MATH A242 with a grade of C or better, ELCT A221 with a grade of C or better) An introduction to closed-loop control systems: development concepts, including transfer function, feedback, frequency response, and system stability by examples taken from engineering practice: control system design methods. Also an introduction to programmable logic controllers (PLCs).
- ENCP A327 Design of Mechanical Elements. (3)** (Prereq: ENCP A260 with a grade of C or better) Design against static failure and fatigue failure of structural members and machine parts: design and selection of components including fasteners, welds, shafts, springs, gears, bearings, and chain drives.
- ENCP A330 Mechanical Vibrations. (3)** (Prereq: ENCP A200 and MATH A242 with a grade of C or better) This course is an analysis of forced and damped one-degree-of-freedom systems. The course includes rotation unbalance and vibration isolation, and an introduction to two-degrees-of-freedom systems.
- ENCP A334 Quality Control and Planning. (3)** (Prereq: STAT A509 with a grade of C or better). Introduction to quality management philosophies, tools, and approaches. Six Sigma philosophy, roadmap, tools, and techniques of planning and executing quality improvement programs and the LEAN continuous improvement approach that focuses on reducing waste. Application of Design for Six Sigma approach to design or improve products and processes.
- ENCP A360 Fluid Mechanics. (3)** (Prereq: Math A241 with a grade of C or better; ENCP A200 with a grade of

C or better). Mechanical engineering applications of fluid statics and dynamics. Conservation of mass, momentum, and energy. Similitude and dimensional analysis, open channel flow, lift, and drag. Introduction to turbulent flow.

ENCP A361 Instrumentation, Measurements, and Statistics. (3) (Prereq: ENCP A260 with a grade of C or better; PHYS A211 with a grade of C or better; Coreq: STAT A509) Principles of measurement, analysis of data, experimental planning. Correlations of experimental data, experimental variance, and uncertainty analysis. Lab and lecture.

ENCP A371 Engineering Materials. (3) (Prereq: ENCP A260 with a grade of C or better) Structure and properties of engineering metals, ceramics, and polymers; atomic bonding, crystalline structures and microstructures; mechanical behavior and deformation mechanisms; processes for controlling structures and properties; corrosion.

ENCP A377 Manufacturing Processes. (3) (Prereq: ENCP A371 with a grade of C or better) Basic principles of metal processing; applied mechanics of metal cutting and forming; cost analysis of manufacturing operations.

ENCP A380 Introduction to Systems Engineering. (3) (Prereq: MATH A242 with a grade of C or better, ENCP A334 with a grade of C or better) An integrated introduction to systems methodology, design, and management. Overview of systems engineering as a professional and intellectual discipline, and its relation to other disciplines, such as operations research, management science, and economics. Survey of selected techniques in systems and decision sciences, including mathematical modeling, decision analysis, risk analysis, and simulation modeling.

ENCP A394 Thermodynamic System Design and Analysis. (3) (Prereq: ENCP A290 with a grade of C or better) Design and analysis applied to vapor and gas power cycles, refrigeration and heat pump systems, thermodynamic relations, ideal gas mixtures, psychometric humid air analysis, and combustion processes.

ENCP A399 Independent Study (1-9). (Prereq: departmental permission)

ENCP A421 Engineering Economics. (3) (Prereq: ECON A221 or ECON A222) Decision making with respect to capital goods, with emphasis on such decision making in government activities and public utilities. Intended primarily for engineering students, the course emphasizes the types of investment decisions that engineers are often called upon to make.

ENCP A492 Topics in Engineering (3). (Prereq: departmental permission.) Study of selected topics in engineering. To be offered as a lecture course on a "demand basis" only.

ENCP A498 Capstone Design I (3) (Prereq: ENCP A310, ENCP A361, ENCP A371, ENCP A334, and ENCP A327 with grades of C or better; Coreqs: ENCP A316 and ENCP A380) Lecture topics include design specifications and planning, innovation, economic factors, safety, reliability, ethics, and social impact. Selection specification and feasibility study of an open-ended design project to be completed in ENCP A499.

ENCP A499 Capstone Design II (3) (Prereq: ENCP A498 with a grade of C or better; Coreqs: ECON A421, PHIL A325, and BADM A494) Design for manufacturability, ergonomic and aesthetic considerations, prototype construction and testing, statistical methods/design of experiments, ethics/product liability and social/environmental impact. The final engineering design (specifications, drawings, bill of materials, including assessment of economics) will be completed by the end of the semester. Both written and oral reports are to be provided.

Mathematics (MATH)

MATH A102 Contemporary Mathematics. (3) Contemporary mathematical thinking is emphasized through a broad study of topics which could be used in making personal and professional decisions. Topics will be taken from the following: mathematical reasoning and problem solving strategies, the nature of sets and set operations, principles of logic and logical arguments, systems of measurement, and basic concepts of graph theory. Appropriate technology will be used to support the course.

MATH A103 Mathematics in Society. (3) Contemporary mathematical thinking is emphasized through the study of consumer finance and financial management, counting methods and probability, and an introduction to statistics and its uses in today's world. Appropriate technology will be used to support the course.

MATH A104 Mathematics for Practical Purposes. (3) The study of number theory, set theory, linear equations and inequalities, quadratic and exponential functions and their uses in the real world. Appropriate technology will be used to support the courses.

MATH A108 Applied College Algebra. (3) (Prereq: B or higher in MATH A104 or by appropriate criteria as listed on the USC Aiken Math Placement Chart or by consent of department) Study of functions and graphical methods with the aid of technology. Topics include linear, quadratic, exponential, and other functions; solving equations; properties of logarithms and exponents. Emphasis will be on using algebra as a language for expressing problems and using algebraic and graphical methods for solving problems, data analysis, and other applications. Required graphing calculator specified in course schedule. (Four hours per week typically divided into two hours lecture and two hours collaborative learning, discussion, and exploratory activities).

MATH A108L Applied College Algebra Lab. (3) (Prereq: C or higher in MATH A104 or by appropriate criteria as listed on the USC Aiken Math Placement Chart or by consent of department) An in-depth version of MATH A108 intended to develop the necessary algebraic skills by providing additional support through smaller class sizes and more contact hours. (Five hours per week typically divided into 2 hours lecture and 3 hours collaborative learning, discussion, and exploratory activities.)

MATH A111 Precalculus Mathematics I. (3) (Prereq: By placement, or MATH A108 with a grade of C or

better, or departmental permission; may be taken concurrently with MATH A112) Topics in algebra specifically needed for MATH A141, A142, A241: the study of equations and inequalities, graphs, functions and inverse functions including logarithmic and exponential functions, zeros of polynomials, and systems of equations and inequalities.

MATH A112 Precalculus Mathematics II. (3) (Prereq: By placement, or MATH A108 with a grade of C or better, or departmental permission; may be taken concurrently with but not before MATH A111) Topics in trigonometry specifically needed for MATH A141, A142, A241: trigonometric functions and their applications. Includes the study of complex numbers, vectors, and polar coordinates.

MATH A122 Survey of Calculus with Applications. (3) (Prereq: By placement, or MATH A108 with a grade of C or better, or departmental permission). An intuitive approach to the concepts and applications of differential calculus through the study of rates of change and their interpretations, using data-driven, technology-based modeling. Topics include linear, quadratic, cubic, exponential, and logistic models for discrete data; rates of change; calculating derivatives; interpreting derivatives as rates of change; relating first and second derivatives to graphs; and optimization. (Not intended for those who plan to take more than one calculus course).

MATH A135 Applied Math Seminar. (1) A brief introduction, using case studies, to show how applied mathematics is used in government and industry.

MATH A141 Calculus I. (4) (Prereq: by placement, consent of the department, or MATH A111 and MATH A112 with a grade of C or better). Differential calculus and introductory integral calculus concepts and skills needed for the successful study of upper-level science, mathematics, and engineering courses. Topics include limits and continuity, derivatives of the fundamental functions, differentiation rules, applications of derivatives, and an introduction to definite integrals. The course has 5 contact hours per week.

MATH A142 Calculus II. (4) (Prereq: MATH A141 with a grade of C or better or consent of the department). This course covers integral calculus and infinite series concepts and skills beyond those dealt within MATH A141 (Calculus I) that are needed for the successful study of upper-level science, mathematics, and engineering courses. Topics include: substitution methods for indefinite and definite integrals, applications of definite integrals including finding solid volumes, arc lengths, surface areas of revolution and simple applications in physics, separable differential equations, integration by parts, trigonometric substitutions and other techniques to deal with integrals of trigonometric functions and rational functions, improper integrals, sequences, infinite series, convergence and divergence of number series and power series, and Taylor series. The course has 5 contact hours per week.

MATH A170 Finite Mathematics. (3) (Prereq: By placement, or MATH A108 with a grade of C or better, or departmental permission). Matrices, systems of linear equations, linear programming, permutations and combinations, elementary probability and statistics, mathematics of finance. (A student who earned credit for MATH 121 may not take MATH A170 for credit.)

MATH A174 Discrete Mathematics for Computer Science. (3) (Prereq: By mathematics placement above MATH A111, completion of either MATH A111 or MATH A170 with a grade of C or better, or departmental permission) Basic mathematics needed for the study of computer science: Propositions and predicates; mathematical induction, sets, relations, boolean algebra, automata, grammars and languages, computable functions.

MATH A221 Basic Concepts of Elementary Mathematics I. (3) The meaning of numbers, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in elementary education, early childhood education, or others pursuing add-on certification in elementary education. This course cannot be taken for general education mathematics credit by students who are not graduating in the elementary, early childhood or special education programs. MATH A221 and MATH A222 may be taken in any order.

MATH A222 Basic Concepts of Elementary Mathematics II. (3) (Prereq: By placement, grade of C or better in MATH A108 or departmental permission) Informal geometry and basic concepts of algebra open only to students in elementary education, early childhood education, or others pursuing add-on certification in elementary education. This course cannot be taken for general education mathematics credit by students who are not graduating in the elementary, early childhood, or special education programs. MATH A221 and MATH A222 may be taken in any order.

MATH A225 Mathematical Software. (3) (Prereq: CSCI A145 with a C or better and MATH A142 with a C or better) Introduction to the use of mathematical software packages and other computer algebra systems in applied mathematics, engineering, and statistics.

MATH A241 Calculus III. (4) (Prereq: MATH A142 with a grade of C or better or consent of the department) This course introduces geometry of the space and concepts, techniques, and applications of multivariable calculus. Topics include vectors, scalar and vector products, lines and planes, vector functions, partial derivatives, chain rules, directional derivatives and gradients, tangent planes and normal lines, total differentials, multiple integrals, iterated integrals, change of variable, and polar and spherical coordinates. Other related topics on integrals will be covered as time permits.

MATH A242 Ordinary Differential Equations. (4) (Prereq: MATH A142 with a grade of C or better or departmental permission) First order and linear higher order ordinary differential equations, systems of equations, Laplace transforms.

MATH A325 Advanced Mathematical Programming. (3) (Prereq: MATH A225 with a C or better) This course emphasizes the use of mathematical software packages to implement and solve complex (linear, discrete, and continuous) mathematical models. Assessment of the validity of these models using real-world data will also be discussed.

MATH A344 Linear Algebra for Computer Science. (3) (Prereq: MATH A122 or MATH A141 with a grade of C or better) This course introduces preliminary concepts and basic computational techniques of

linear algebra that are important to science and to different branches of computer science. Contents include vector spaces, linear transformations and matrices, determinants, systems of equations, inversion, matrix decomposition, and other topics applicable to computer science.

MATH A399 Independent Study. (3-9) (Prereq: consent of instructor)

MATH A420 History of Mathematics. (3) (Prereq: MATH A142 and MATH A174 with grades of C or better or consent of instructor) A survey of the development of mathematics from ancient times to the present with emphasis on the development of algebra, geometry, and calculus, and the contributions of mathematics to advances in science and technology.

MATH A492 Topics in Mathematics. (3 each) (Prereq: Consent of instructor) Study of selected mathematical topics. To be offered as a lecture course on a "demand basis" only.

MATH A503 Geometry for Middle and High School Mathematics Teachers (3) (Prereq: By examination placement above MATH A112, or a grade of C or better in MATH A221 or MATH A222, or by a grade of C or better in MATH A111 and MATH A112, or consent of instructor). Topics include methods of proofs, concepts and selected theorems of Euclidean geometry with a concentration on proofs/problem-solving using geometric concepts with selected software. Open only to Education majors.

MATH A518 Industrial Mathematics I. (3) (Prereq: MATH A174, MATH A544, and STAT A509 with grades of C or better) The construction of mathematical models for applied problems using discrete mathematics and statistics. This course emphasizes the use of advanced mathematical methods for the solution of "real world" problems arising from an industrial setting.

MATH A519 Industrial Mathematics II. (3) (Prereq: MATH A242 and MATH A544 with grades of C or better) The construction of mathematical models for applied problems in terms of ordinary and partial differential equations. This course emphasizes the use of advanced mathematical methods for the solution of "real world" problems arising from an industrial setting.

MATH A531 Foundations of Geometry. (3) (Prereq: MATH A241 with a grade of C or better or consent of department) The study of geometry as a logical system based upon postulates and undefined terms. The fundamental concepts of Euclidean geometry developed rigorously on the basis of a set of postulates. Some topics from non-Euclidean geometry.

MATH A544 Linear Algebra. (3) (Prereq: MATH A241 with a grade of C or better or consent of department) Vector spaces, linear transformations and matrices, determinants. Systems of equations, inversion, characteristic equations, eigenvectors, eigenvalues, Cayley-Hamilton theorem, quadratic forms, Jordan and rational forms, functions of matrices.

MATH A546 Introduction to Algebraic Structures. (3) (Prereq: MATH A241 and MATH A174 with grades of C or better, or departmental permission) Sets, mappings, equivalence relations. Elementary properties of semi-groups, groups, rings, fields.

MATH A550 Advanced Multivariable Calculus. (3) (Prereq: MATH A241 with a grade of C or better or consent of instructor) Vector calculus of n-variables; implicit and inverse function theorems; extremum problems; Lagrange multipliers; Taylor series; Jacobians; multiple integrals; line integrals; vector fields; surface integrals; theorems of Green, Stokes, and Gauss.

MATH A552 Complex Variables. (3) (Prereq: MATH A241 with a grade of C or better). Complex integration, calculus of residues, conformal mapping, Taylor and Laurent series expansions, applications.

MATH A554 Introduction to Analysis. (3) (Prereq: MATH A241 with a grade of C or better) Theory of functions of one variable; limits; continuity; differentiation, integration; Taylor series; power series; sequences and series of functions.

MATH A590 Math/CS Capstone Seminar. [=CSCI A590] (3) (Prereq: Senior standing in Math/CS, Industrial Math or Math Ed major, or consent of the department). Intended primarily for math/CS majors, industrial math majors, and math ed majors. Each student is required to do an in-depth study of some topic to be presented orally and in writing in class, and to participate in the discussion and debate of topics presented by other students. Topics will be tied together under a common theme chosen by the faculty.

MATH A591 Capstone II. (3) (Prereq: MATH A590 with a C or better) Continuation of MATH A590. In MATH A591 students will conclude and present the in-depth study or research project started in MATH A590.

Statistics (STAT)

STAT A201 Elementary Statistics. (3) (Prereq: MATH A108 with a grade of C or better, or consent of the department). An introductory course in the fundamentals of modern statistical methods. Topics include descriptive statistics, probability, sampling, tests of hypotheses, estimation, simple linear regression, and correlation. To give students throughout the university a non-calculus-based introduction to the application of modern statistical methods including descriptive and inferential statistics. Appropriate technology will be used to support the course. Primarily for students in fields other than mathematics who need a working knowledge of statistics. (Four hours per week typically divided into two hours of lecture and two hours of collaborative learning, discussion, and exploratory activities.)

STAT A509 Statistics. (3) (Prereq: MATH A141 with a grade of C or better; or in both MATH A122 and one of MATH A170, STAT A201, or PSYC A225 with a grade of C or better; or consent of the department). Basic probability and statistics with applications. Data collection and organization, elementary probability, random variables and their distributions, estimation and tests of hypotheses, linear regression and correlation, analysis of variance, applications, and use of a statistical package.

STAT A510 Statistical Quality Assurance. (3) (Prereq: Grade of C or better in STAT A509) Basic graphical techniques and control charts. Experimentation in

quality assurance. Sampling issues. Other topics include process capability studies, error analysis, estimation, and reliability.

Department of Psychology

Dr. Edward J. Callen, *Department Chair*

Professors

Edward J. Callen (Psychology),
Ph.D., Northern Illinois University
Bridgestone/Firestone SC Endowed Professorship in Behavioral Sciences

Maureen H. Carrigan (Psychology),
Ph.D., State University of New York - Binghamton
Carolina Trustee Professor

Jane A. Stafford (Psychology),
Ph.D., State University of New York - Binghamton
Director, Psychology Graduate Program

Associate Professors

Anne Ellison (Psychology),
Ed.D., Northern Arizona University

Alexandra Roach (Psychology),
Ph.D., University of California Davis

Laura Swain (Psychology),
Ph.D., University of South Carolina

Assistant Professors

Bridget O'Connor Cho (Psychology),
Ph.D., University of Kansas

Gayle Faught (Psychology),
Ph.D., University of Alabama

Adam Pazda (Psychology),
Ph.D., University of Rochester

Distinguished Professors Emeriti

Thomas L. Boyd (Psychology),
Ph.D., State University of New York - Binghamton

O. Joseph Harm (Psychology),
Ph.D., Vanderbilt University

William J. House (Psychology),
Ph.D., University of South Carolina

Keri A. Weed (Psychology),
Ph.D., Notre Dame University

Department Mission Statement

The mission of the University of South Carolina Aiken Department of Psychology is to educate students in the knowledge, research techniques, and basic and applied perspectives of the various sub-fields of psychology in an individualized learning environment.

Psi Chi

The Psychology Department sponsors a campus chapter of Psi Chi. Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology.

Curricula

In order to be awarded a bachelor's degree, students must complete the basic degree requirements listed below and specific major requirements. Students seeking a bachelor's degree in the Department of Psychology must have a grade of C or better in each major course in order for that course to count toward major credit. Courses in which a grade of less than C is made may be repeated. Developmental courses will not count toward the 120-hour requirement for a bachelor's degree in this department. The basic requirements include the cognate or minor. The cognate is a minimum of 12 hours with grades of C or better of course work which support the major. The cognate must be selected from specific upper-level courses in related areas and must be approved by the student's advisor. However, it is the student's responsibility to plan a suitable course of study for his/her goals and to consult frequently with a major advisor as to the selection of courses. Requirements for a minor are specified within the department offering it. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work.

Technological Literacy in Psychology

To meet the requirement of computer competency, psychology majors are required to successfully complete PSYC A326, Quantitative Analysis Laboratory, and PSYC A328, Method and Design in the Behavioral Sciences.

Attendance Policy

Each faculty member in the Department of Psychology will establish the attendance policy for his/her own classes and will include that policy in the course syllabus.

Bachelor of Science - Major in Psychology

To be awarded the Bachelor of Science degree with a major in psychology, the students must complete the University General Education Requirements, plus at least three additional hours in humanities, social and behavioral sciences, natural/physical science, or mathematics. Cognate or minor requirements must be selected from humanities, social and behavioral sciences, natural/physical sciences, mathematics, and/or business courses. The cognate courses must be selected from specific upper-level courses in related areas and must be approved by the student's advisor. At least one course numbered higher than MATH A108 must be taken as partial fulfillment of the general education math requirements. Psychology A101 must be completed toward fulfillment of the Social and Behavioral Sciences general education requirement. All psychology majors are required to take four core courses: Psychology A300, A325, A326 and A328; and choose one of three areas: Neuroscience, Social/Developmental Psychology, or Clinical/Applied Psychology. All Psychology majors are required to complete Reflective Capstone Experience in Psychology (PSYC A499) in their Senior year. Students planning to do graduate work should take as many of the 300-400-level courses as possible. Psychology students may take up to three hours of courses in PSYC A498 or A598 for major credit; an additional three hours of course work for this type may be counted as elective credit. Students may not count more than 60 hours of psychology courses

toward the 120 hours required for the baccalaureate degree. At least 12 hours of the required upper-level (300 and above) major credit for the Psychology B.S. must be earned in courses taken in the USC Aiken Psychology program.

1. General Education Requirements..... 52-55

A. Knowledge of Human Cultures and the Physical and Natural World 34-38

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8
Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
PSYC A101 and from Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)¹ 9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)
6. One additional course in humanities, social and behavioral sciences, natural/physical sciences, or mathematics courses 3-4

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
2. Oral Communication..... 3
(COMM A201, COMM A241)
3. Math/Statistics/Logic 6
(At least one course numbered higher than MATH A108)
4. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.
5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.
Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements on under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements² 38

Option 1: Neuroscience

1. PSYC A300, A325, A326, A328 11
2. PSYC A470 3
3. Three courses selected from PSYC A360, A370, A375, A450, A475 9
4. One lab from the following PSYC A361, A371, A451, A471 1
5. One course selected from PSYC A320, A350, A420, A425, A440, A460, A480 3
6. One course selected from PSYC A310, A330, A340, A380, A400, A405, A410, A415, A430, A435, A490 3
7. One additional lab 1
8. Any two psychology courses above 300 6
9. Psychology A499 Reflective Capstone Experience in Psychology 1

Option 2: Social/Developmental Psychology

1. PSYC A300, A325, A326, A328 11
2. PSYC A310 or PSYC A340 3
3. Three courses selected from PSYC A310, A330, A340, A380, A400, A405, A410, A415, A430, A435, A490 9
4. One lab from the following: PSYC A331, A341, A381 1
5. One course selected from PSYC A320, A350, A420, A425, A440, A460, A465, A480 3
6. One course selected from PSYC A360, A370, A375, A450, A470, A475 3
7. One additional lab 1
8. Any two psychology courses above 300 6
9. Psychology A499 Reflective Capstone Experience in Psychology 1

Option 3: Clinical/Applied Psychology

1. PSYC A300, A325, A326, A328 11
2. PSYC 320 3
3. Three courses selected from PSYC A350, A420, A425, A440, A460, A465, A480 9
4. One lab from the following PSYC A351, A421, A461 1
5. One course selected from PSYC A360, A370, A375, A450, A470, A475 3
6. One course selected from PSYC A310, A330, A340, A380, A400, A405, A410, A415, A430, A435, A490 3
7. One additional lab 1
8. Any two psychology courses above 300 6
9. Psychology A499 Reflective Capstone Experience in

Psychology 1

3. Cognate or Minor 12-18

Must be selected from humanities, social and behavioral sciences, natural/physical science, mathematics, and/or business courses.

4. Free Electives 7-16

Total hours required 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² A grade of C or better is required in all cognate courses.

Minor in Psychology

Requirements:

- Psychology A101 3
- One course selected from PSYC A310, A320, A330, A340 3
- One course selected from PSYC A350, A360, A370, A380, A450, A470 3
- One course selected from PSYC A400 and higher 3
- Two courses from the 300 level or above 6
- Total 18**

Minor in Neuroscience

Category 1: Core Courses 8

- PSYC A470 Neuroscience 3
- PSYC A471 Neuroscience Lab 1
- and/or BIOL A367 Neurobiology 4
- and/or PSYC A370: Cognitive Neuroscience 3
- and PSYC A371: Cognitive Neuroscience Lab 1

Category II: Molecular and Cellular Basis of Neuroscience 3-7

- BIOL A302 Cell and Molecular Biology 4
- BIOL A340 Virology 4
- BIOL A350 Fundamental Genetics I 3
- BIOL A360 Animal Physiology 4
- BIOL A367 Neurobiology 4
- BIOL A502 Eukaryotic Cellular and Molecular Biology 3
- BIOL A540 Cancer Biology 3
- BIOL A541 Principles of Biochemistry 4
- BIOL A550 Immunology 3
- CHEM A550 Advanced Biochemistry 4
- PSYC A375 Neurobiology of Stress 3
- PSYC A470 Neuroscience 3
- PSYC A471 Neuroscience Lab 1
- PSYC A475 Psychopharmacology 3

Category III: Systems in Neuroscience 3-7

- BIOL A360 Animal Physiology 4

BIOL A366 Animal Behavior	4
BIOL A510 Developmental Biology	4
EXSC A459 Research Topics in Exercise and Sports Sci.....	3
PSYC A360 Cognitive Processes.....	3
PSYC A361 Cognitive Processes Lab.....	1
PSYC A370 Cognitive Neuroscience	3
PSYC A371 Cognitive Neuroscience Lab	1
PSYC A450 Sensation and Perception	3
PSYC A451 Sensation and Perception Lab	1
Total	18

Course Descriptions

Psychology (PSYC)

A grade of C or better in Psychology (PSYC) A101 is a prerequisite for all courses unless otherwise specified.

PSYC A101	Introductory Psychology. (3) An introduction to the areas of the study of human behavior, theories and facts, research and application.
PSYC A298	Introduction to Psychological Research. (1) (Prereq: departmental permission) An introduction to the research process through participation in lab meetings of one or more psychology faculty. May be repeated once for credit. May not be used for major credit. (Pass/Fail only)
PSYC A300	History and Systems of Psychology. (3) Introduction to the historical foundations of psychology, its influence on contemporary psychological thought, and the growth of psychology as a science. The course covers concepts of various schools of psychological thought and contemporary theoretical systems as they have evolved historically, including ideas expressed by philosophers, physiologists, and psychologists. Emphasis will be on the major systems (or schools) of psychology, namely structuralism, functionalism, behaviorism, psychoanalysis, and cognitive psychology within a broad context of both science and society. A consideration of how external events shaped the field and how science informs psychological practices will be discussed. The impact of various forms of diversity on the science and study of psychology will be covered.
PSYC A310	Developmental Psychology. (3) A survey of human development from conception through senescence, the description and explanation of changes resulting from maturation and environmental experiences.
PSYC A320	Abnormal Psychology. (3) A survey of the major types of behavior pathology, their determinants and therapeutic interventions.
PSYC A325	Psychological Statistics (3) (Prereq: Grade of C or better in MATH A108, placement above MATH A108, or permission of instructor) An applied introduction to the analysis of data.
PSYC A326	Psychological Statistics Lab. (1) (Prereq or coreq: PSYC A325 or consent of instructor) Practice in the analysis of data using activity-based learning. Emphasis will be on the use of standard computer statistical analysis systems and the interpretation of

results. Students will learn to access data files from the Internet for analysis. Required of all psychology majors. Optional for other majors. One three-hour laboratory per week.

PSYC A328	Method and Design in the Behavioral Sciences. (4) (Prereq: Grades of C or better in PSYC A325 and PSYC A326 or consent of instructor) A survey of the goals, problems, and methods of the contemporary study of behavior. Three lectures and three laboratory hours per week.
PSYC A330	Personality Psychology. (3) The major theoretical perspectives of normal personality development, structure, dynamics, assessment, and change.
PSYC A331	Personality Assessment Laboratory. (1) (Prereq: Grade of C or better in PSYC A325) (Prereq or Coreq: Grade of C or better in PSYC A326; PSYC A330) Practice in developing a measure of various personality traits and testing hypotheses that some traits are related to each other. One three-hour laboratory per week.
PSYC A340	Social Psychology. (3) The study of interpersonal processes including topics such as conformity, attraction, altruism, aggression, prejudice, persuasion, and group dynamics.
PSYC A341	Social Research Laboratory. (1) (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC A340; or consent of instructor) Practice in measuring various psychosocial processes such as attitudes and social behaviors. One three-hour laboratory per week.
PSYC A350	Principles of Learning and Behavior. (3) An examination of classical and instrumental (operant) conditioning principles within classic and contemporary theoretical frameworks. Concepts such as habituation, reinforcement, punishment, aversive learning, extinction, memory, and biological constraints on learning will be addressed. The research focus will be on animal learning experiments, with relevance to the analysis of human behavior illustrated.
PSYC A351	Principles of Learning and Behavior Laboratory. (1) (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC A350; or consent of instructor) Practice in experimental techniques in the study of learning. One three-hour laboratory per week.
PSYC A360	Cognitive Processes. (3) Classical and contemporary approaches to the study of human memory, attention, cognitive growth, problem solving, and language.
PSYC A361	Cognitive Processes Laboratory. (1) (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC A360; or consent of instructor) Practice in experimental techniques to measure cognitive phenomena, including perception, attention, memory, and language. One three-hour laboratory per week.
PSYC A370	Cognitive Neuroscience. (3) Examination of theories and research of the neural bases of various cognitive functions, such as memory, attention, perception, and problem solving.
PSYC A371	Cognitive Neuroscience Lab. (1) (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC

A370) Practice in the various behavioral and electrophysiological research methodologies in the study of the neural bases of cognitive functions. One three-hour laboratory per week.

- PSYC A375 Neurobiology of Stress. (3)** An examination of empirical research focusing on basic, translational, and clinical research of stress and its effect on the brain and behavior. Topics will include structural, physiological, and adaptive plasticity; pathophysiology of stress; acute and chronic stress; effects of stress on memory and cognition; stress-related neuropsychiatric disorders (depression, trauma, PTSD); and neuropsychopharmacology.
- PSYC A380 Motivation. (3)** The study of human behavior as it is determined by motives and emotions. An analysis of primary and learned motivators in the context of contemporary research and theory, with emphasis on the relationship of motives and emotions to the reward, punishment, and energization of behavior.
- PSYC A381 Motivation Laboratory. (1)** (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC A380; or departmental permission) Practice in the experimental techniques in the study of human motives and emotions. Students will develop methodological skills in the assessment and manipulation of the physiological, cognitive, and behavioral determinants of the motives and emotions. One three-hour laboratory per week.
- PSYC A398 Intermediate Psychological Research (1-3)** (Prereq: PSYC A298; prereq or co-req: PSYC A325, PSYC A326, and departmental permission.) Students will participate in on-going psychological research. Students will be expected to produce a written or oral report of their research activities. May be repeated for a maximum of three credit hours. May not be used for major credit. (Pass/Fail only)
- PSYC A400 Psychology of the Exceptional Child. (3)** A study of the mentally, sensory, or physically handicapped or disabled child and the gifted/talented child; the characteristics, causes, needs and guidance of development. Stability and change in cognition, social behavior, and personality will be explored.
- PSYC A405 Infant and Child Psychology. (3)** Theories, methods, and substantive issues of development. Stability and change in cognition, social behavior, and personality will be explored.
- PSYC A410 Psychology of Adolescence. (3)** The intellectual, emotional and social development of adolescent individuals, challenges, and adjustments.
- PSYC A415 Adult Development. (3)** Intellectual, emotional, and social changes from young adulthood through death and dying. Life tasks relevant to young, middle, and old ages will be covered.
- PSYC A420 Behavior Modification. (3)** An introduction to methodological behaviorism including topics pertaining to behavioral change strategies, behavioral measurement, research designs, and interventions in treatment settings.
- PSYC A421 Behavior Modification Laboratory. (1)** (Prereq: Grade of C or better in PSYC A325; Prereq or Coreq: Grade of C or better in PSYC A326) Practice in the application of behavioral principles to alter human and animal behavior. Specific principles

and techniques from operant conditioning and respondent conditioning will be used.

- PSYC A425 Childhood Psychopathology. (3)** An introduction to the field of abnormal child psychology and the associated major theories. Students will be exposed to the pathogenic process (i.e. developmental sequence) of psychological disorders from early childhood to late adolescence. A major goal of the course is to promote critical thinking on major issues such as the genetic, biological, and environmental influences on behavior, emotions, and personality in conjunction with associated assessment, diagnostic, and treatment controversies.
- PSYC A430 The Psychology of Close Relationships. (3)** An examination of the major theoretical perspectives and current empirical findings in the study of close relationships, focusing on relationship development and maintenance with a particular emphasis on romantic relationships. Topics will include attraction, theories of love, relational processes (attachment and intimacy), common issues in relationships (miscommunication, jealousy, conflict, etc.), and relationships and health.
- PSYC A440 Psychological Testing and Measurement. (3)** An overview and application of psychological tests and measurement techniques. This course will emphasize test construction and psychometric properties of psychological tests, including measure of behavior, personality, intelligence, and aptitude. This course will also cover general ethical, and applied issues of testing.
- PSYC A450 Sensation and Perception. (3)** Classical and contemporary approaches to how we perceive and respond to the environment, including sensory processes, motion perception, art, and illusions.
- PSYC A451 Sensation and Perception Laboratory. (1)** (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC A450; or consent of instructor) Practice with psychophysics, physiological measures, and other methodologies used to investigate and experience perceptual phenomena. One three-hour laboratory per week.
- PSYC A460 Introduction to Clinical Psychology. (3)** An introduction to applied psychology including knowledge of theory, diagnosis and assessment, treatment, and ethical issues in clinical psychology. Students will receive some in-class training in clinical interviewing and assessment techniques.
- PSYC A461 Behavioral Therapy Laboratory. (1)** (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC A320 or PSYC A460; or consent of instructor) Students will be provided with supervised training and experience in various behavioral therapy/modification techniques in working with select clinical populations. One three-hour laboratory per week.
- PSYC A465 Psychology of Addictive Behaviors. (3)** An introduction to the psychology of addictive behaviors, including an overview of the major theories of why people use/abuse substances. The major approaches used to treat addictive behaviors will be covered. A major goal of the course is to stimulate critical thinking in this area and to increase understanding of the links between theory

and intervention. A second goal of the course is to introduce the student to contemporary issues and controversies related to addictions.

PSYC A470 Neuroscience. (3) Neuroscience explores how the brain and nervous system function to generate behavior, emotion, and cognition. This course offers an introduction to the mammalian nervous system, with emphasis on the structure and function of the human brain. Topics covered include the function of nerve cells, neuroanatomy, sensorimotor physiology, control of movement and speech, neuroplasticity, learning and memory, emotion, and diseases of the brain.

PSYC A471 Neuroscience Laboratory. (1) (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC 470; or consent of instructor) Practice with biological and behavioral methodologies used to investigate the physiological bases of behavior. One three-hour laboratory per week.

PSYC A475 Psychopharmacology. (3) (Prereq: PSYC A101) Basic psychopharmacological concepts including the effect of drugs on animal and human behavior, sensation, mood, cognition, and physiology, and the mechanisms underlying these effects. Topics will include the use of medications to treat mental disorders, side effects of drugs, contraindications (drug-to-drug interactions), pharmacogenetics (inherited differences in metabolic pathways), pharmacokinetics (body's effect on drug), and pharmacodynamics (drug's effect on body).

PSYC A480 Health Psychology. (3) A survey of the psychosocial physical therapy occupational therapy cytotechnology dental hygiene medical records administration respiratory therapy radiologic technology physician assistant. Students plan with their academic advisors a set of courses which best prepares them for the particular chosen field. Normally students pursuing medical technology, cytotechnology, and radiologic technology are advised by faculty in the Department of Chemistry and Physics. Students interested in physical therapy, occupational therapy, dental hygiene, respiratory factors that influence wellness, disease, and the performance of health behaviors. Illness prevention, management, and treatment will be examined.

PSYC A485 Psychology of Stress and Coping. (3) An examination of factors pertaining to stress, stress triggers, and the stress response. Topics will include psychological, biological, and socio-cultural factors related to stress. The course will cover both historical and current applications pertaining to stress theories, and will focus on understanding how to reduce or manage stress by exploring and utilizing multiple coping strategies and techniques.

PSYC A486 Stress and Coping Laboratory. (1) (Prereq: PSYC A325; Prereq or coreq: PSYC A326 and PSYC A485) Practice in the experimental techniques used in the study of stress and coping, which will focus on a myriad of factors pertaining to stress, stress triggers, and the stress response. Course topics will include psychological, biological, and socio-cultural factors related to stress. Additionally, applications will involve utilizing multiple coping strategies and techniques to better understand how to reduce or manage stress.

PSYC A490 Human Sexuality. (3) Physiological and psychological aspects of human sexual behavior. A survey and theoretical understanding of normal and abnormal forms of sexual behavior and their treatment.

PSYC A498 Advanced Psychological Research (1-3) (Prereq: PSYC A398, Prereq or coreq: PSYC A328 and departmental permission) Students will take responsibility for developing and conducting a research project within the context of on-going departmental projects. Students will be expected to produce a written or oral report of results. May be repeated for a maximum of six credit hours. A maximum of three hours of either PSYC A498 or PSYC A598 may be used for psychology major credit.

PSYC A499 Reflective Capstone Experience in Psychology. (1) A capstone course for senior psychology majors to integrate and synthesize thoughtfully their experiences and accomplishments during their collegiate career. Students will reflect on all of their learning experiences with special emphasis placed on high-impact practices and the benefits of these activities inside and outside of the classroom. Students will utilize these reflections to create a showcase ePortfolio demonstrating their growth and development over the course of their collegiate career.

PSYC A500 Seminar in Advanced Psychology. (3) Intensive study of topics of current interest in psychology. Topics will be announced. Course may be taken twice with different topics.

PSYC A598 Senior Research Thesis. (3) (Prereq: PSYC A328, A398, and department permission) Student will conduct an original research project under instructor's supervision. May be repeated for a maximum of six credit hours. A maximum of three hours of either PSYC A498 or PSYC A598 maybe used for psychology major credit.

Pre-Professional Curricula

*Offered by the Department of Biology and Geology
and the Department of Chemistry and Physics*

Pre-Professional Advisors

William H. Jackson, Department of Biology and Geology

Monty Fetterolf, Department of Chemistry and Physics

Curricula

A number of pre-professional curricula are offered by the Department of Biology and Geology and the Department of Chemistry and Physics. Students will be assisted in planning and course selection by a faculty advisor. It is the responsibility of each student to see to it that all requirements for his or her pre-professional curricula are completed.

Allied Health Professions

USCA offers science-oriented students the opportunity of completing one of several two-year pre-professional plans including: medical technology, therapy, and medical records administration are advised by Dr. Suchreet Mander. After completing 60 semester hours, the student can usually apply for admission to a professional degree program at another institution, such as the Medical University of South Carolina or Augusta University. The USC Aiken Department of Exercise and Sports Sciences offers a baccalaureate degree in Exercise and Sports Science with a concentration in Allied Health. For more information, see the Exercise and Sports Science section of this bulletin or visit USC Aiken Exercise and Sports Science online at <https://www.usca.edu/exercise>.

Pre-Veterinary Science

There is no absolute, prescribed curriculum for entrance to schools of medicine, dentistry, or veterinary science. The admissions committee of the professional schools will critically assess aspiring students as to their GPA, entrance test scores, and the personal interview. Typically, the minimum college credits in the following subjects are required:

General Chemistry.....	8 hours
Organic Chemistry.....	8 hours
Biology.....	8 hours
Physics.....	8 hours
Mathematics.....	6 hours
English.....	6 hours

Students entering these professional areas generally have a bachelor's degree, usually in science. At USC Aiken, a student can complete these entrance requirements and at the same time receive a Bachelor of Science degree with a major in biology or chemistry. Students majoring in chemistry and seeking to enter these professional areas should contact Dr. Monty Fetterolf in the Department of Chemistry and Physics for advisement. For those students majoring in biology, the Pre-Med advisor is Dr. William Jackson, and the Pre-Vet advisor is Dr. Michelle Vieyra.

Pre-Pharmacy

The South Carolina College of Pharmacy with two campuses located in Columbia and Charleston accepts applications for admission from both students who have finished a bachelor's degree and from those who have not, provided that all students have completed a fixed set of required courses. The USC Aiken pre-pharmacy curriculum, overseen by faculty members in the Department of Chemistry and Physics, satisfies the set of required courses for the South

Carolina College of Pharmacy as well as for most other pharmacy schools although some modifications may be needed. Students are strongly encouraged to apply to more than one pharmacy school and therefore will need to bring the list of required courses from those other schools with them to their first meeting with their advisor. The required courses for admission to the South Carolina College of Pharmacy are usually taken over four to six semesters and cover a wide range of subjects.

Required Courses:

English--ENGL A101 and A102

Math--MATH A122 or A141

Statistics--STAT A201 or BIOL A305

General Biology--BIOL A121 and A122

Biology--BIOL A121, A122, A243, A244, A250 or A330

Chemistry--CHEM A111, A112, A331, A331L, A332, A332L

General Physics--PHYS A201 or A211

Introductory Psychology--PSYC A101

Macro- or Microeconomics--ECON A221 or A222

Communication--COMM A201 or A241

Three elective courses in the area of Humanities or Social Science

Students who will obtain a bachelor's degree from USC Aiken will take the courses listed above as well as those additional courses in the USC Aiken general education curriculum. These additional requirements are listed in this bulletin. Because of the science orientation of the pre-pharmacy curriculum, students generally major in biology or chemistry and the decision of when to apply for admission to one of the pharmacy schools is made in consultation with the advisor. Generally, only a student with a strong GPA and a strong Pharmacy College Admission Test score will be successful in their application given the highly competitive nature of the admissions process.

Miscellaneous Pre-Professional Areas

Students who wish to pursue a career such as forestry, plant science, animal science, horticulture, agronomy, cooperative education programs, marine science, etc. may complete one or more years at USC Aiken. They should maintain close liaison with their local advisor and an advisor in the school to which they plan to transfer.

School of Business Administration

Dr. Michael J. Fekula,
Dean of the School of Business Administration

Mission Statement

The USC Aiken School of Business delivers an engaging business education that prepares students for career success and encourages positive community impact.

- To accomplish our mission, we seek to create a learning environment that helps our students understand the global, technological, and ethical issues in today's business world.
- The undergraduate business program is delivered through quality instruction in both face-to-face classroom settings, as well as through an online degree completion program for place-bound or non-traditional students, while the graduate business program is delivered online.
- The programs include in-class and outside class engagement opportunities with business organizations and professionals both on campus and online. Career readiness for success is achieved through the curriculum and explicitly emphasized in the Professional Pathway and Exploring Your Potential programs.
- The School of Business Administration (SOBA) emphasizes the AACSB vision that business and business schools are a force for good, encouraging a positive impact on society.
- SOBA faculty maintain currency within their business disciplines by conducting relevant research, with a primary emphasis on peer-reviewed intellectual contributions in applied research, including both contributions to practice and learning and pedagogical research, and a secondary emphasis on discipline-based scholarship, which involves basic or theoretical research.
- SOBA faculty are engaged outside the University through service in scholarly and professional organizations in their disciplines as well as business consulting and training activities provided to the local community.

Vision Statement

The USC Aiken School of Business Administration aspires to fully engage with the business community to transform our students into forward-thinking business leaders with views for the betterment of society.

- SOBA seeks to fully engage the business community by including more businesses, more often, in more courses and programs. Engagement is achieved when students interact with the business community by bringing business professionals into classes and programs and by sending students to businesses through classes and programs.
- The business community is comprised of local or distant enterprises able to interact with students in-person or online either synchronously or asynchronously.
- Forward-thinking business leaders leverage their competencies to both innovate and respond to change. Forward-thinking business leaders have a vision.
- The betterment of society is achieved through balancing financial outcomes with sustainability, ethics, social responsibility, inclusion and diversity, and other positive community outcomes.

Core Values

Communication: SOBA students will develop the written and oral communication skills necessary for success in their business careers.

Technology: SOBA students will develop the basic technical skills to prepare them for their business careers.

Globalization: SOBA students will acquire a global perspective of the modern business environment.

Business Knowledge: SOBA students will acquire the basic business knowledge necessary for success in their business careers.

Ethics and Social Responsibility: SOBA students will develop an appreciation for ethical decision-making, and the social responsibility of business to all stakeholders.

Diversity

The School of Business Administration encourages students and faculty to appreciate and welcome diversity in the global workplace.

Code of Ethics

The School of Business Administration seeks to promote the highest level of ethical standards, among its graduates, students, faculty, and administrators. Pursuant to that end, they are expected to follow the norms and standards established by their individual professional and academic organizations in terms of their responsibility toward all stakeholders. The following code of ethics is, therefore, established as an addition to the standards of each individual's professional organizations.

Graduates, students, faculty, and administrators of the School of Business Administration should:

- Be forthright and truthful in dealings with all of the organization's stakeholders
- Serve as a model of ethical decision-making to others and always set and exemplify the highest standards of ethical behavior.
- Seek to do no harm, but when they make a mistake, admit it quickly and try not to conceal it.
- Conduct all activities in good faith.
- Accept the consequences of their decisions, and take responsibility for individual decisions and actions.
- Recognize the basic dignity of all by treating others as they would wish to be treated.
- Fulfill their philanthropic and societal responsibilities to others.

Accreditation

The University of South Carolina Aiken School of Business program is accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

Professors

Michael J. "Mick" Fekula (Management),

Ph.D., Pennsylvania State University

Mr. and Mrs. Phinzy Timmerman Chair in Enterprise Development

Robert T. Leach (Finance),

Ph.D., Kent State University

Sanela Porca (Economics),

Ph.D., University of Tennessee

Teresa L. Smith (Management),

Ph.D., Virginia Polytechnic Institute and State University

Julian T. Buxton Professor of Business Administration

Associate Professors

Patsy G. Lewellyn (Accounting),

D.B.A, C.P.A., Louisiana Tech University

Kathy Mack (Management),

Ph.D., Virginia Polytechnic Institute and State University

Ravi Narayanaswamy (Management Information Systems),

Ph.D., Clemson University

Paul Newsom (Finance),

Ph.D., University of Arkansas

Mr. and Mrs. Phinizy Timmerman Chair in Enterprise Development

Linda C. Rodriguez (Management),

Ph.D., University of Texas-Pan American

Frank Xie (Marketing),

Ph.D., Georgia State University

John M. Olin/Palmetto Professorship in Entrepreneurial Development

Assistant Professors

Timothy L. Baker (Accounting),

D.B.A., Kennesaw State University

Marouen Ben Jebara (Management),

Ph.D., University of Toledo

Paul L. Hudson (Management),

Ph.D., University of Hawai'i at Mānoa

Santosh Nandi (Management),

Ph.D., The University of Texas Rio Grande Valley

Julie Steen (Marketing),

D.B.A., Kennesaw State University

Instructors

Keely Britton (Management),

Ph.D., Auburn University

John Engel (Business),

M.B.A., Augusta University

Paul R. Goodchild (Accounting),

Ph.D., University of Connecticut

Lindsay E. Griswold (Accounting),

M.A.C.C., University of Georgia

Aref Hervani (Economics),

Ph.D., West Virginia University

Nancy J. Kangogo (Accounting),

M.B.A., Ohio University

Adjunct Faculty

Brent Hoover,

M.B.A., University of North Carolina at Greensboro

Robert A. Murphy,

M.B.A., University of South Carolina

Distinguished Professors Emeriti

William H. Marsh (Finance),

Ph.D., University of South Carolina

Donald W. Mitcham (Management),

D.B.A., Georgia State University

C. Michael Ritchie,

Ph.D., University of South Carolina

Marsha R. Shelburn (Economics),

Ph.D., University of North Carolina at Chapel Hill

Professor Emeritus

William L. Shelburn (Marketing),

M.B.A., James Madison University

Curricula

The School of Business Administration offers the Bachelor of Science in Business Administration degree. Areas of concentration are accounting, finance, management, and marketing. To qualify for graduation, a student must meet general education requirements, business core requirements, and area of concentration requirements, as stated below.

Students are encouraged to choose courses that will contribute to their educational development in the liberal arts as well as to their development and preparation for particular careers. Students should study the degree requirements under which they are to graduate and should seek proper advisement. It is to their advantage to decide their areas of concentration as soon as possible. This is particularly true of the student that plans to finish degree requirements at another campus. Where this is done, proper course selection is facilitated.

Master of Business Administration

The USC Aiken School of Business offers an MBA Program with specializations taught fully online. Please see the Graduate Programs section of this bulletin for more information about the MBA program.

Admissions Standards for the Professional Business Administration Program

The baccalaureate curricula of the School of Business Administration are divided into general education and upper-level business course work, which constitute the School of Business Professional Program. Students who fulfill the admission requirements of the University may enroll in any general education course and any business courses at the 100 or 200 level provided they meet individual course prerequisites. They may also enroll in upper-level business courses, numbered 300 or higher, provided they meet individual course prerequisites and have not been denied admission into the School of Business Administration Professional Program.

At the end of each fall and spring semester, the academic records of business students are audited to identify those students who meet the following criteria:

1. Student has declared a business administration major
2. The student has earned at least 45 hours of credit
3. The student has completed the following courses with a grade of C or better: BADM A225, ECON A221 or A222, ENGL A102, MATH A122, and STAT A201

Students who meet these criteria are admitted into the Professional Program. The assessment of academic records of transfer students who enter USC Aiken with 45 or more credit hours toward a degree is made at the end of the semester of entry.

When students are in their last semester of courses qualifying them for admission into the Professional Program, they will be allowed one "transition" semester during which they may also take 300-level courses for which they have already met the prerequisites. During the transition semester, students must successfully complete all remaining Professional Program admission requirements. If, at the end of this transition semester, the student's Professional Program admission requirements remain incomplete, then the student will not be allowed to enroll in any other required 300-level business courses until the admission requirements are complete.

The student who is assessed for admittance into the Professional Program and is denied acceptance will NOT be permitted to register for upper-level business courses (300 level and above) without the Dean's approval. This enrollment restriction will remain in force until the student has been admitted into the Professional Program. Assessed students are notified of their admittance or non-admittance into the Professional Program. Students denied admittance into the Professional Program may appeal the decision to the Professional Program Committee.

Bachelor of Science in Business Administration -

Major In Business Administration

1. General Education Requirements.....52-55

A. Knowledge of Human Cultures and the Physical and Natural World34-37

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8
Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences
ECON A221, A2226
Psychology, Sociology, Anthropology, Political Science,
Geography3
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities (three courses from at least two areas)¹..9
Communication (last two digits must be in 50s or 60s),
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion, Selected

Language courses, Humanities (HSSI acronym), Honors (HONS acronym), Literature (all students must take an English literature course numbered 200 or above)

B. Intellectual and Practical Skills15

1. English A101 and A1026

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication.....3

(COMM A201, COMM A241)

3. STAT A201 and MATH A122 or a higher level of calculus6

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility3

1. American Political Institutions.....3

(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Business Core Requirements39

BADM A225, A226, A298, A299, A300, A345, A350, A363, A371, A379, A383², A478, MGMT A475

3. Area of Concentration Requirements

Accounting:27

ACCT A321, A331, A332, A333, A334, A435, A43921
Two courses from the following:

ACCT A322, A336, A400, A437, ACCT/FINA A3386

Finance:.....27

FINA/ACCT A338, A412, A421, A460, A463, A46918

Business or economics courses (300 or above)9

Management:27

MGMT A374, A376, A473, A47712

Three courses from the following:

MGMT A378, A411, A442, BADM A380, BADM A4949

Business or economics courses (300 or above)6

Marketing	27
MKTG A454, A457, A558	9
Three courses from the following:	
MKTG A353, A452, A455, A459, A551;	
BADM A429	9
Business or economics courses (300 or above)	9

4. Free Electives2

Total hours required: (Accounting, Finance, Management, Marketing)120-123

- ¹ A detailed and more complete listing of humanities courses is given under Academic Affairs and Regulations.
- ² A study abroad academic course with an international business component may be substituted for BADM A383 upon approval of the Dean of the School of Business Administration.

Graduation Standards for the Professional Business Administration Program

Students must complete 120-123 hours for the bachelor's degree. Included in these hours must be the courses to complete all the individual requirements listed. Developmental courses will **not** count toward degree requirements in the School of Business Administration.

All Business Administration majors are required to earn a C or higher in each course satisfying the Area of Concentration Requirements (excluding any business or economics upper level electives). In addition, all business administration majors must earn at least a 2.0 grade point average in each of the following areas: all business core courses, and all area of concentration requirements (including any business/economics upper level electives). At least 50% of the business administration credit hours required for the business administration degree must be earned through USC Aiken. Students must also complete assessment procedures, as required by the school.

Transfer Students: 300-level and above courses will be accepted only from AACSB-Accredited schools, unless otherwise approved by the SOBA Dean.

Online and Evening Courses: Some courses toward a bachelor's degree in business may be offered online or in the evening. Some concentrations may be completed in the evenings.

Palmetto College Business Degree Completion Program

The Palmetto College is a collaborative online upper-level degree completion program which utilizes the resources of the USC system's four regional campuses (Lancaster, Salkehatchie, Sumter, and Union) and four senior campuses (Aiken, Beaufort, Columbia, and Upstate). Generally speaking, students who have completed a minimum of 60 hours of transferable undergraduate coursework will be eligible to apply for admission to one of the senior campuses as a Palmetto College major. Students admitted as a Palmetto College major may not be concurrently enrolled in another degree program at the same time or another USC senior campus.

The School of Business Administration at USC Aiken offers an AACSB-accredited online degree completion program in Business Administration (Management and Accounting concentrations only) through the Palmetto College program. Students who have been admitted to USC Aiken as a Palmetto College business major will be able to complete all upper-level requirements for the Bachelor of Science in Business Administration (BSBA) degree online.

These courses will typically be offered in an 8-week accelerated format. The curriculum and degree requirements for the Palmetto College business major are exactly the same as those prescribed for the full four-year BSBA degree program offered by USC Aiken. Accordingly, Palmetto College business majors must fulfill all USC Aiken general education and major requirements listed elsewhere in this Bulletin. Students who successfully complete the Palmetto College Business Degree Completion Program will receive the AACSB-accredited BSBA degree from USC Aiken. For more information on the Business Degree Completion Program, please contact the USC Aiken Palmetto College Advisor at (803) 641-3595.

Aiken Business Degree Completion Program at USC Sumter

The Aiken Business Program at Sumter offers students on the USC Sumter campus the opportunity to complete an AACSB-accredited BSBA degree with the management concentration from USC Aiken without having to physically come to the Aiken campus. After completing all of their lower degree requirements at USC Sumter, students who meet the admission requirements for the SOBA Professional Program may enter the Aiken Business Program at Sumter. These students are then able to complete all of their upper-level degree requirements through a combination of face-to-face classes taught by qualified SOBA faculty at USC Sumter and online classes taught by qualified SOBA faculty from either USC Aiken or USC Sumter. For more information, please contact Mr. Ellis Reeves at EllisR@usca.edu or (803) 641-3595.

Minor in Business

Requirements:

ECON A221 Principles of Macroeconomics	3
ECON A222 Principles of Microeconomics	3
BADM A225 Principles of Financial Accounting	3
BADM A226 Principles of Managerial Accounting	3
BADM A350 Principles of Marketing.....	3
BADM A371 Principles of Management and Leadership.....	3
Total hours required.....	18

Course Descriptions

Accounting (ACCT)

ACCT A321	Federal Tax Procedures. (3) (Prereq: Grade of C or better in BADM A225) Prepares the student for practical and theoretical work mainly in individual income tax areas.
ACCT A322	Corporate Income Tax. (3) (Prereq: Grade of C or better in BADM A225, ACCT A321) A study of income tax laws and their application to corporations, partnerships, estates, and trusts.
ACCT A331	Financial Accounting I. (3) (Prereq: Grade of B or better in BADM A225.) Theoretical foundation of generally accepted accounting principles, review of the accounting process, income statement reporting and related disclosures, recognition and measurement issues related to current assets, and the time value of money.

- ACCT A332 Financial Accounting II. (3)** (Prereq: Grade of C or better in ACCT A331) Accounting for property, intangible assets, investments, liabilities, and stockholders' equity.
- ACCT A333 Financial Accounting III (3).** (Prereq: Grade of C or better in ACCT A332). Advanced financial accounting topics including the theoretical underpinnings of revenue recognition, partnership and consolidated entity reporting, earnings per share, leases, pensions, accounting for income taxes, preparation of cash flow statements, error analysis, and reporting disclosure requirements.
- ACCT A334 Managerial Accounting I. (3)** (Prereq: Grade of C or better in BADM A226) The study of the accountant's role in generating and analyzing information useful for managerial decision-making. Students learn techniques to assist management in both the evaluation of past performance and in supporting future strategic plans. These include coverage of manufacturing cost statements, budgeting, information relevance, costing systems, and variance reporting.
- ACCT A336 Managerial Accounting II. (3)** (Prereq: Grade of C or better in ACCT A334) A continuation from ACCT A334 of the accountant's role in providing information for and participating in business decision-making. Designed for the student interested in a managerial accounting career. Topics may include product cost analyses, revenue and income variances, TQM reporting, JIT, TOC, performance measurement, and capital budgeting. The ACCT A334 and A336 courses together provide a strong foundation in preparation for the management accounting sections of the CMA exam.
- ACCT A338 Financial Statement Analysis. [=FINA A338] (3)** (Prereq: Grade of C or better in BADM A225) A study of methods helpful in determining the strengths and weaknesses of a corporation. Uses a case approach and employs information from financial statements, the industry, and the financial press.
- ACCT A400 Analytics in Accounting. (3)** (Prereq: ACCT A331 Financial Accounting I with a grade of C or better and BADM A300 Business Analytics III: Predictive and Prescriptive Modeling.) This course focuses on data analytics applied to accounting. The proliferation of data requires that accountants and other professionals understand the character of large data sets and their implications for decision making. The course provides students with an understanding of data analytic thinking and terminology, as well as practical experience with related tools and techniques. Students will attain the skills necessary to translate accounting and business data into managerial decision-making information.
- ACCT A435 Auditing Theory. (3)** (Prereq: BADM A299 and ACCT A331) Studies of the practical application of accounting knowledge to the problems of auditing and the installation, use, and effect of systems of internal control. Three credit hours, four contact hours.
- ACCT A437 Advanced Accounting. (3)** (Prereq: ACCT A332) Selected topics in advanced accounting, including unique problems related to special sales arrangements, business combinations, and consolidated financial statements.

- ACCT A438 C.P.A. Problems. (3)** (Prereq: ACCT A321, A437 or permission of instructor) An application of the problems and environment encountered by C.P.A. examination candidates.

- ACCT A439 Accounting Information Systems (3)** (Prereq: ACCT A331 and BADM A299 or BADM A300) A study of information systems for collecting and processing data supportive of financial and managerial accounting, decision making, and effective control of organizations.

Business Administration (BADM)

- BADM A225 Principles of Financial Accounting. (3)** The study of the accounting process and the information produced by that process, with an emphasis on corporations and financial reporting.
- BADM A226 Principles of Managerial Accounting. (3)** (Prereq: BADM A225) The study of the accounting process and the information produced within a business to provide managers with the decision-making tools necessary for planning, managing, and controlling the organization.
- BADM A298 Business Analytics I: information Management. (3)** The first course in the business analytics curriculum. The course is an introduction to the effective use of business information systems tools and analytics to solve problems and make effective business decisions.
- BADM A299 Business Analytics II: Advanced Statistical Tools. (3)** (Coreq: BADM A298, STAT A201) The second course in the business analytic curriculum. The course builds upon BADM A298 (Business Analytics I) and covers further the concepts of descriptive and inferential statistics. The emphasis is on more advanced tools in inferential statistics that are applicable to business analyses. Topics include time series versus cross-sectional data, estimating means and proportions, hypothesis testing, analysis of variance, simple regression, multiple regression and other methods relevant to business.
- BADM A300 Business Analytics III: Predictive and Prescriptive Modeling. (3)** (Prereq: BADM A299) The third course in the business analytics curriculum. Using spreadsheet software, the course covers further the concepts of predictive analytics (forecasting), prescriptive analytics (optimization), and simulation. The predictive analytics module addresses qualitative methods, time series analysis, causal models, and data classification. The prescriptive analytics module covers optimization techniques such as linear programming, non-linear programming, and integer programming. Finally, the simulation module covers analytical tools such as Monte Carlo Simulation using @risk and Crystal Ball applications.
- BADM A324 Commercial Law. (3)** Contracts, sales, bailments, negotiable instruments, agency, partnership, and corporation. Uses a combination of textbook and casebook methods of instruction.
- BADM A328 Green Business and Sustainability Practices. (3)** The emerging area of business sustainability provides substantial opportunities for business

growth and new markets. Compliance is also necessary to meet new directions in evolving governmental laws and ethical business standards. This course explores why and how leading companies use environmental strategies to innovate, create value, build competitive advantage, and meet legal standards. Together with strategic business analysis, the course provides the foundation and road map for the “greening” of sustainable business operations. The course is offered within the School of Business Administration, but may be of special interest to biology, chemistry, and political science majors.

BADM A345 Business Communication. (3) (Prereq: Grade of C or better in ENGL A102.) This course provides an examination of methods, protocol, communication ethics, and cross-cultural communications. Appropriate use of various forms of communication within a managerial context will also be discussed. Students develop and enhance communication skills through extensive business writing assignments, public speaking/presentations, role-plays, business case analyses, and mock interviews.

BADM A350 Principles of Marketing. (3) (Prereq: ECON A221 or ECON A222) Marketing functions, trade channels, price policies, expenses and profits of middlemen, and public policy with respect to marketing practices.

BADM A363 Business Finance. (3) (Prereq: BADM A225) The study of the procurement and management of wealth by privately owned profit-seeking enterprises.

BADM A370 Executives in Residence. (3) This course features engaging discussions between students and knowledgeable professionals who share their experience and insight regarding business and organizational life. Representatives from various industries and organizations emphasize the qualities essential to overcoming challenges, as well as the necessity of learning from inevitable setbacks in a competitive business world. The course includes both presentations and panel discussions. The information presented by the speakers is analyzed and applied in integrative papers requiring students to compare and contrast speaker remarks with the concepts in the assigned readings. Students are required to attend every class meeting.

BADM A371 Principles of Management and Leadership. (3) (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program) A comprehensive survey of the basic principles of management and leadership applicable to all forms of business. The course provides the student with a basis for thinking about complex business situations in the framework of analysis of the management and leadership process.

BADM A379 Social, Ethical and Legal Aspects of Business. (3) (Prereq: Junior Standing) Study of how the social, legal, economic, political, technological, and ecological dimensions of the external environment affect business. Specific topics include values and ethics in business, business and government relations, corporate social performance, stakeholder responsibility, corporate governance, and business law.

BADM A380 Entrepreneurship. (3) (Prereq: BADM A350, BADM A363, and BADM A371) This course is

an overall introduction to the nature and scope of entrepreneurship. The entrepreneurial process as well as the entrepreneurial profile is examined in detail. It includes the planning, financing, launching, and harvesting of a new venture. Entrepreneurial strategies are discussed for all facets of the business, including franchising, growth, and international aspects. Application of entrepreneurship to large corporations, i.e. entrepreneurship, is also a part of the course.

BADM A383 International Business. (3) (Prereq: BADM A350, BADM A363, BADM A371) Introduces the student to economic, financial, legal, political, cultural, institutional, and managerial considerations associated with international business transactions.

BADM A390 Business Information Management. (3) (Prereq: BADM A290). An examination of principal technologies, concepts, and skills related to managing business information. Project work includes development of information management applications using spreadsheet and databases.

BADM A393 Quantitative Methods and Decision Analysis. (3) (Prereq: BADM A299) Quantitative methods of assistance to managers in the decision-making process. Topics include linear programming, decision analysis, uses of sample information, prediction techniques, linear regression, scheduling techniques, queuing models, and inventory models.

BADM A395 Free Enterprise Seminar. (1) (Prereq: Approved contract with instructor) The student works at least forty hours during the semester, meeting at least weekly on structured projects that provide experience in entrepreneurial activities and/or teach business concepts to others. The projects are initiated and completed in teams. Projects require that students apply management concepts, oral and written communication skills, marketing skills, and analytical skills. (Course may be taken no more than three times for credit).

BADM A396 Business Research Methods. (3) (Prereq: BADM A299 and BADM A350) Focus is on the acquisition, use, and evaluation of information from a manager's perspective. The course will include problem diagnosis, research design, questionnaire preparation, sampling plans, and the collection, analysis, and interpretation of data as an aid to effective and efficient managerial decisions.

BADM A397 Topics in Business. (1-3) (Prereq: Sophomore Standing) Study of varied business areas and issues that are not covered in existing course offerings. Course may be taken twice with different topics for a maximum of 6 hours.

BADM A398 Topics in International Business. (1-3) (Prereq: Sophomore Standing) Study of varied international business areas and issues that are not covered in existing course offerings. Course may be taken twice with different topics for a maximum of six hours.

BADM A399 Independent Study. (1-3) (Prereq: Junior Standing and approved contract with the instructor) Independent study courses are designed primarily for juniors and seniors who desire advanced intensive work on a specific topic. Independent studies are not intended to substitute for courses listed in the *USCA Bulletin*. The maximum total number of independent study hours a student may earn in business is six.

- BADM A400 Business Analytics IV: Advanced Topics. (3)** (Prereq: BADM A300) This business analytics course focuses on business decision making from an analytical perspective and uses Excel spreadsheet software as the primary platform. The course focuses on developing frameworks for quantitative decision making using analytical techniques such as data analytics, forecasting, and optimization. The course applies business and data analytics to marketing, finance, management, and other business disciplines. The course also introduces the students to big data analytics. The course structure emphasizes the modeling of decision problems, developing analytical solutions to problems, and interpreting and implementing those solutions.
- BADM A429 Internship. (1-3)** (Prereq: Junior Standing, 2.5 GPA, BADM A350, BADM A363, BADM A371, and an approved contract with the Internship Coordinator). This course provides students in all disciplines with the opportunity to reinforce classroom learning by working in their discipline in a supervised business environment. The course may be repeated with the approval of the Internship Coordinator and the student's Academic Advisor.
- BADM A478 Strategic Management. (3)** (Prereq: BADM A350, BADM A363, BADM A371, Senior Standing) A study of the strategic management process and of the formulation and application of functionally integrated business policy by top management. Emphasis is on decision-making in the face of changing conditions.
- BADM A494 Project Management. (3)** (Prereq: BADM A371) A study of general principles of project management which includes concepts related to management of technology, people, stakeholders, and other diverse elements necessary to successfully complete the project. The student will explore both technical and managerial challenges involved in managing projects.

Economics (ECON)

- ECON A221 Principles of Macroeconomics. (3)** (Prereq: Math placement above 108 or completion of MATH A108) Includes the measurement of national levels of production, inflation and unemployment, and the effects of monetary and fiscal policies on those variables.
- ECON A222 Principles of Microeconomics. (3)** (Prereq: Math placement above 108 or completion of MATH A108) Includes the analysis of price determination in product and resource markets under competitive and noncompetitive conditions.
- ECON A311 Issues in Economics. (3)** (Prereq: ECON A221, A222) The nature and causes of major economic problems facing the nation and its communities, and policy alternatives designed to solve them. The philosophy and methodology of economics in social problem solving.
- ECON A503 International Economics. (3)** (Prereq: ECON A221, A222) The basic principles underlying international trade and finance. Topics include the economic basis of trade, the nature and impact of trade barriers, the international balance of payments, and the operation of the current international monetary system.
- ECON A506 Labor Economics. (3)** (Prereq: ECON A221, A222) Concerned with the development and structure of the labor movement in the United States, the determination of wage rates, the nature and impact of the public policy toward labor unions.
- ECON A526 Managerial Economics. (3)** (Prereq: ECON A221, A222; BADM A299) A study of the application of the economic theory of profits, competition, demand and costs to analysis of problems arising in the firm and in decision-making. Topics include price policies, forecasting, and investment decisions.

Finance (FINA)

- FINA A163 Personal Finance. (3)** Life insurance, health insurance, wills, trusts, Social Security, stocks, bonds, real estate, mutual funds, and other uses of funds.
- FINA A300 Real Estate Management. (3)** (Prereq: 30 credit hours) Explores the economies of real estate, real estate value, real estate finance, rights in real property and their transfer, public programs, and policies relating to real property. As time permits, investment analysis, asset-backed securities, and valuation theory of real estate is covered.
- FINA A310 Life Insurance. (3)** (Prereq: 30 credit hours) Course explores the basic principles, functions, uses, and legal aspects of life insurance and the life insurance industry. Types of policy contracts, including special policy provisions and riders, as well as the calculation of premiums and reserves are covered. Types of organizations, and the management and supervision of companies are discussed.
- FINA A338 Financial Statement Analysis. [ACCT A338] (3)** (Prereq: Grade of C or better in BADM A225) A study of methods helpful in determining the strengths and weaknesses of a corporation. Uses a case approach and employs information from financial statements, the industry, and the financial press. This course is cross-listed with ACCT A338, Financial Statement Analysis.
- FINA A412 Intermediate Business Finance. (3)** (Prereq: Grade of C or better in BADM A363) This course is an extension of topic material presented in BADM A363. Emphasis is placed on theory and application regarding a firm's investment decisions, financing mix, dividend policy, and working capital structure. Treatment of uncertainty in business financial analysis is also covered.
- FINA A421 Financial Markets, Money, and Banking. (3)** (Prereq: Grades of C or better in ECON A221, ECON A222, BADM A363) Analyzes the operation, structure, regulation, and control of financial markets, emphasizing the effects on the level and term structure of interest rates, economic activity, and business decisions. Focuses on monetary theory, monetary and fiscal policies, the Federal Reserve System, and financial institutions, markets, and investments. Three contact hours per week.
- FINA A460 Capital Budgeting. (3)** (Prereq: Grade of C or better in BADM A363) Problems associated

with the selection and management of a firm's portfolio of assets. Topics include individual project evaluation techniques, treatments of uncertainty and risk, capital budgeting for non-profit institutions, measuring the cost of capital and integration of capital budgeting with long-range planning.

FINA A463 Advanced Business Finance. (3) (Prereq: Grade of C or better in FINA A412). A study of the advanced phases of business finance whereby theory and principles are employed in solving actual business cases.

FINA A469 Investment Analysis and Portfolio Management. (3) (Prereq: Grade of C or better in BADM 363) Conceptual and analytical framework for formulating investment policies, analyzing securities, and constructing portfolios.

Management (MGMT)

MGMT A374 Human Resources Management. (3) (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program) A development of an understanding of personnel administration as a staff function through a study of modern-day concepts and practices. Topics include research and standards, employment, training and education, safety and health, employee services and industrial relations.

MGMT A376 Organization Behavior. (3) (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program) A study of the process of integrating people into a work situation that motivates them to work together productively, cooperatively, and with economic, psychological, and social satisfaction.

MGMT A378 Labor Relations (3) (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program). A study of the development and methods of labor unions and employee associations in organization. Labor disputes, collective bargaining techniques, contents of contracts and public policies are analyzed from the standpoints of economics and law. Topics include employee representation, company unions, strikes, boycotts, lockouts, and trade agreements.

MGMT A401 Topics in Entrepreneurship. (3) (Prereq: BADM A350 and BADM A371) Relevant selected issues and topics of interest in management. Issues and concepts of the business world are explored with film profiles, case histories, and readings.

MGMT A411 International Management. (3) (Prereq: Junior Standing and BADM A383) Applies the basic principles of management and leadership to the firm operating internationally. Emphasis is on the management functions of leading, planning, organizing, and controlling, as well as the conduct of labor relations, within the framework of a multicultural environment.

MGMT A442 e-Business Management. (3) (Prereq: BADM A350 and BADM A371) This course provides a foundational understanding of the issues for management of an e-business. It encompasses an overview of the essential components necessary in conducting business over the Internet. Topics

covered include an e-business plan and an implementation strategy, e-commerce issues, web design and content issues, customer relationship management, business intelligence issues, e-marketing concepts, enterprise resource management, supply chain management, and global dimensions of e-business.

MGMT A473 Management and Operations of Small Business. (3) (Prereq: BADM A371 and BADM A350) Analyzes management and operations of a small business, including study of an existing small business. Examines the areas of management, finance, marketing, and credit as they apply to a small business.

MGMT A475 Operation and Supply Chain Management (3) (Prereqs: BADM A299, A371 and A390.) This course examines strategic, operating, and control decisions involved in manufacturing and services organizations. Principles governing an integrated supply chain that includes the planning basics, inventory management, lean systems, and constraint management will be discussed.

MGMT A477 Organization Theory. (3) (Prereq: BADM A371) A conceptual framework for the orderly analysis of management functions through studies in organization, planning and control theories.

MGMT A501 Management of Technology and Innovation. (3) (Prereq: BADM A350, BADM A363, BADM A371) The course focuses on the importance of technology and its impact on global competition as well as the living standards of the population. This will include examination of a wide range of issues including the role of product and process innovation through technology management in increasing competitiveness. Intellectual property rights (patents), organizing the technical effort and techniques to enhance and pace technology development will also be discussed.

MGMT A559 Purchasing and Materials Management. (3) (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program) A comprehensive survey of the organization activities involved in purchasing materials and controlling their costs.

Marketing (MKTG)

MKTG A353 Channels and Institutions. (3) (Prereq: BADM A350) A study of the means by which goods move from the producer to the final user. The functions of retailing, wholesaling, warehousing, and physical distribution are studied in depth.

Analyzes the management of a channel and the members of it.

MKTG A452 International Marketing. (3) (Prereq: BADM A350) Analyzes cultural, legal, political, and economic factors affecting the marketing of products and services in world markets. Emphasizes differences in lifestyles, beliefs, attitudes, etc., and their influences on the marketing decision of the international firms.

MKTG A454 Promotion Strategies and Advertising. (3) (Prereq: BADM A350) The study of the entire promotion process for both consumer and industrial

products including promotion research, determining the promotability of products, new product introductions, setting of promotion objectives, and deriving the promotion budget.

- MKTG A455 Consumer Behavior. (3)** (Prereq: BADM A350) The principal objective of study is the consumer decision-making process as examined in a marketing context. Selected concepts from psychology, sociology, anthropology, and other behavioral disciplines are analyzed to develop the student's ability to understand and predict reactions of consumers to marketing decisions.
- MKTG A457 Marketing Research. (3)** (Prereq: BADM A350, BADM A299) Case problems and field projects in the application of marketing research methodology. Topics include the relationship between models, information systems, and marketing decisions. The practical application of behavioral and statistical methods for the purpose of obtaining, analyzing, and interpreting relevant marketing information will be examined. Emphasizes research methods and techniques used in improving marketing decisions.
- MKTG A459 Personal Selling and Sales Management. (3)** (Prereq: BADM A226, BADM A299, BADM A350) The principles of salesmanship and their relation to the management of a sales force in recruiting, selecting, training, compensating, controlling, evaluating, and motivating sales personnel.
- MKTG A474 Sports Marketing. (3)** (Prereq: BADM 350) A study of promotion, sales, and sponsorship strategies utilized in both the marketing of sports (events and properties) and marketing through sports (building brands via alignment with a sports property).
- MKTG A551 Retailing Management. (3)** (Prereq: BADM A350) A comprehensive course emphasizing the specific activities of management, merchandising, and promotional functions required of the retail outlet with a competitive business environment.
- MKTG A558 Marketing Management. (3)** (Prereq: BADM A350 and Senior Standing) A study of the aggregate marketing system from the point of view of the decision maker. Topics include the policy areas of organization, research, product, promotion, pricing, channels, forecasting, distribution cost analysis, control, and management of the sales force.

School of Education

Dr. Judy A. Beck,
Dean of the School of Education

Vision Statement

As a leading teacher education program in South Carolina, the USC Aiken School of Education prepares highly qualified Dynamic Educators who have the knowledge, skills, and dispositions to create optimal learning environments to assist all individuals in reaching their potential.

Mission Statement

As an integral part of the University of South Carolina Aiken, the School of Education is committed to the University goals of active learning through excellence in teaching, faculty and candidate scholarship, and service. Candidates in the School of Education participate in a rigorous curriculum, which is anchored by a strong liberal arts and sciences component, comprised of courses in the humanities, fine arts, social sciences, mathematics, and natural sciences. These courses provide a foundation upon which the pedagogical content and pedagogy are built and dispositions such as responsible citizenship, respect for diversity, and cross-cultural understandings are developed. The School of Education faculty model instruction based on research, infused with technology, and aligned with national, state, and local standards. The School of Education collaborates with schools, school districts, and community service organizations to provide numerous and varied field experiences that are structured to prepare candidates to work with all students.

The teacher education faculty in the School of Education challenges candidates to acquire and develop the knowledge, skills, and dispositions necessary to become successful *Dynamic Educators* who can plan, instruct, manage, communicate, and grow professionally.

The Master of Education in Learning Design and Technologies program is designed to provide advanced professional studies in graduate level coursework to develop capabilities essential to the effective design, evaluation, and delivery of technology-based instruction and training.

The Master's Degree in Educator Leadership prepares educators to take on a variety of leadership roles in their buildings or districts. The program is intended to (1) develop administrative skills such as management, supervision and decision-making but also will focus on preparing school leaders to be instructional leaders, and (2) improve instruction and thereby improve student learning. The program focuses on building collaborative cultures and professional learning as well as continuous improvement through data-driven decision making. Another key focus of this program is to prepare these leaders to have a deep understanding of best practices in aligning curriculum, instruction, and assessment.

Accreditation

The School of Education at the University of South Carolina Aiken is accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th Street, N.W., Washington DC 20036; phone (202) 233-0077. This accreditation covers the institution's initial teacher preparation and advanced educator preparation programs.

Professors

Judy A. Beck (Science Education),

Ph.D., University of Toledo

Bridget Coleman (Elementary Education),

Ph.D., University of South Carolina

Coordinator, Secondary Mathematics Education Program

Gary Senn (Science Education),

Ph.D., Florida Institute of Technology

Tim Lintner (Social Sciences and Comparative Education),

Ph.D., University of California-Los Angeles

Coordinator, Secondary Social Studies Education

Associate Professors

Kathleen Hanson (Languages, Literatures, and Cultures, Special Education),

Ph.D., University of Michigan

Sally McClellan (Early Childhood Education),

Ph.D., University of South Carolina

Coordinator, Early Childhood Education Program

Windy Schweder (Special Education),

Ph.D., University of South Carolina

Assistant Professors

LaNessa Coe-Clark (Reading Education),

Ph.D., Auburn University

Judy Collazo (Multilingual/Multicultural Education & Educational Leadership),

Ph.D., George Mason University

Accreditation Coordinator

Patricia Fears (Educational Leadership),

Ph.D., National-Louis University

Coordinator, Teacher Education Program at USC Salkehatchie

Christina Lunsmann (Teacher Education),

Ph.D., University of Nevada, Las Vegas

Coordinator, Teacher Education Program at USC Sumter

Brandie Maness (Early Childhood Education),

Ph.D., East Tennessee State University

Melissa Martin (Special Education),

Ph.D., University of Tennessee

Coordinator, Special Education Program

Deborah McMurtrie (Educational Foundations & Inquiry),

Ph.D., University of South Carolina

Coordinator, Elementary Education Program

Randa Dunlap (Early Childhood Education),

Ph.D., East Tennessee State University

Instructors

Gwen Johnson (Secondary Mathematics),
Ph.D., University of South Carolina

Jeremy Rinder (Curriculum and Instruction),
M.Ed., American College of Education

Vernelle Tyler (Elementary Education),
Ph.D., University of South Carolina

Adjunct Faculty

Beth Beasley (School Administration),
Ed.S., The Citadel

Drew Bramlett (School Psychology),
Ed.S., The Citadel

Angela Burkhalter (Education Administration),
Ph.D., University of South Carolina

April Cullum (Communication Disorders),
M.C.D., University of South Carolina

Carmen Downs (Special Education),
M.Ed., Augusta State University

Sally Hiers (Elementary Education),
M.Ed., University of South Carolina

William Kiesling (Secondary Education, Social Studies),
M.Ed., University of South Carolina

Alice Kirkland (Secondary Education, Social Studies),
M.Ed., University of South Carolina

David Lewis (Educational Psychology/Counseling),
M.A., Tennessee Technological University

Peggy O'Banner (Early Childhood),
M.Ed., University of South Carolina

Anne Poplin (English Education),
M.A.T., University of South Carolina

Arlene Puryear (Classroom Environments),
D.Sc., Curtin University

Melissa Riley (Educational Psychology),
Ph.D., University of South Carolina

Sharon Robertson (Elementary Education),
M.Ed., University of South Carolina

Lori Secrist (Exercise Science),
M.S. University of South Carolina

Amanda Senn (Science Education),
M.S., Florida Institute of Technology

Randy Stowe (Educational Psychology),
Ph.D., University of Georgia

Ann Marie Taylor (Learning Disabilities),
M.A.T., Francis Marion University

Distinguished Chancellor Emeritus and Distinguished Professor Emeritus

Robert E. Alexander (Education),
Ed.D., University of South Carolina

Distinguished Professors Emeriti

Thomas J. C. Smyth (Reading Education),
Ph.D., University of South Carolina

Jeffrey M. Priest (Zoology/Wildlife Ecology),
Ph.D., Southern Illinois University

Professors Emeriti

Ruth H. Cordahi (Educational Psychology),
Ph.D., University of Oklahoma

John Lisk (Health & Physical Education),
Ph.D., Texas A & M University

Audrey Skrupskelis (Elementary/Early Childhood Education),
Ph.D., University of South Carolina

Alumni Learning Center (Curriculum Laboratory). The School of Education maintains a laboratory of curriculum and instructional technology materials and equipment for candidate use. Instructional materials such as textbooks, software, and manipulatives are available to candidates for use in classroom assignments, practica, and internships.

Ruth Patrick Science Education Center. Through the Ruth Patrick Science Education Center, teacher candidates have access to over 400 science and mathematics kits to use in their courses, practica, and internships.

PRAXIS Core Academic Skills for Educators (CORE). South Carolina Public Law 187 mandates that all candidates wishing to major in education pass the PRAXIS Core Academic Skills for Educators (Core) or have exemptible scores on the ACT or SAT prior to acceptance into the professional education program. Candidates should contact their advisors or the SoE website for information regarding the administration of this test.

Teacher Certification Program For Degree Applicants

Degreed applicants seeking teacher certification approval are expected to meet the same prerequisite knowledge, skills, and dispositions as required of all USCA education majors.

Application Specifications

1. College graduates who have earned a degree from an approved institution of higher education who desire to become a certified teacher in South Carolina may apply to the University of South Carolina Aiken School of Education. Applicants seeking consideration must be seeking certification only in one of the following areas for which USC Aiken has approved teacher education programs:

Early Childhood Education (grades P-3)

Elementary Education (grades 2-6)

Middle Level Education (grades 5-8)

English

Mathematics

Science

Social Studies

Music Education (see Visual and Performing Arts)
 Special Education (grades PK-12)
 Secondary Education (grades 9-12)
 Biology
 Chemistry
 Comprehensive Social Studies
 English
 Mathematics

2. Applicants must have demonstrated academic competence by meeting the following criteria:
 - A. 2.75 cumulative GPA in all undergraduate course work. Secondary Education and Middle level majors must also have a grade of C or better and a 2.75 GPA in their subject area course work.
 - B. A grade of C or better in the equivalent of English (ENGL) A101, A102 and Communications requirement.
 - C. An official report indicating passing PRAXIS Core (or exemptible SAT or ACT) scores for all three sections (math, writing, and reading) must be received by the School of Education. See SoE website for more information.
3. Applicants must be prepared to enroll at USCA for at least one semester prior to the internship. The actual courses required will be determined following an evaluation of all previously completed course work. Specific requirements will include, but are not limited to, the appropriate reading course(s), curriculum course(s), and teaching methods course(s).

Criteria for Successful Completion of Certification Requirements

Benchmark I: Acceptance to USCA

Obtain admission to USCA through the USCA Office of Admissions.

Benchmark II: Acceptance to the School of Education Professional Program

To be accepted into the School of Education Professional Program the candidate must successfully meet the following criteria:

1. Official transcripts for all undergraduate and graduate course work must be sent to and received by USCA and the School of Education.
2. Complete the on-line professional program application form (<http://www.usca.edu/education>) before the end of the 1st week of class.
3. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate course work, including courses not taken at USC Aiken.
4. A grade of C or better in English (ENGL) A101, A102 (or their equivalents) and the Communications requirement (or its equivalent).
5. An official report indicating passing PRAXIS Core (or exemptible SAT or ACT) scores for all three sections (math, writing, and reading) must be received by the School of Education. See SoE website for more information.

Benchmark III: Junior/Senior Block Reviews

At the end of the Junior and Senior block classes, faculty teaching the methods and practica classes meet to discuss candidate progress to date. Faculty discuss candidate knowledge, skills, and dispositions at this time to determine if satisfactory progress is being made to allow the candidate to continue in the program. Concerns may be, but are not limited to, unsatisfactory professional disposition, lack of intellectual motivation, inadequate interpersonal skills, insufficient cooper-

ative attitude, violation of fundamental academic principles of honesty and integrity, or an identified weakness in expressive skills. In addition to minimum grade requirements, specific attention will be given to each applicant's proficiency in writing and speech. Identification of a weakness in either writing or in speech may require additional academic work as a condition of approval for the internship.

The review committee can make one of three recommendations: satisfactory progress is being made – no “remedial” recommendations made; satisfactory progress is being made – however, some concerns are expressed – recommendations about concerns are forwarded to the Dean of the School of Education; satisfactory progress is not being made, candidate cannot proceed further in program unless concerns are addressed.

In the cases where concerns are expressed, the committee forwards their concerns in writing to the Dean. The Dean then schedules a meeting with the candidate to express the committee's concerns and the actions the candidate must take to address the concerns. If the candidate does not address the concerns to the satisfaction of the committee or Dean in a reasonable amount of time, the candidate may be permanently expelled from the program.

Benchmark IV: Acceptance into Internship

The internship component of the Teacher Education Program is required by the South Carolina Department of Education and is designed to serve as the culminating experience in a candidate's preparation for a career in education. Interns will be placed in school districts that have a cooperative agreement with USC Aiken. To be accepted into the internship the candidate must meet the following criteria:

1. Complete the on-line internship application (<http://www.usca.edu/education>).
2. Candidate must be fully admitted to the Professional Program at least one full semester prior to the internship semester.
3. The candidate must have completed all education courses (pre-professional and professional) and all subject area course requirements with a grade of C or better.
4. The candidate must have no more than 12 hours of course work (general education/electives) remaining to meet graduation requirements following completion of internship.
5. The candidate must have at least a 3.00 cumulative GPA in all course work, and at least a 3.00 GPA in education courses and subject area requirements.
6. Candidates must have made satisfactory progress as designated by the Junior/Senior Block Review Committee.

Candidates whose applications have been denied may appeal the decision by requesting a review by the Professional Education Committee. Candidates may consult their advisors or the Chairperson of the Professional Education Committee concerning the procedures for appealing the decision of the committee.

*Note: All placements are coordinated through the Office of Field Experiences. USC Aiken has contractual agreements for internships and practica placements with selected South Carolina School Districts. **Under no circumstances are candidates to make individual placement arrangements with schools or teachers.** Within these districts, at the time of the application, candidates have an opportunity to list their geographical preferences; however, final assignments are worked out between the Office of Field Experiences and the School Districts. Secondary and Middle Level students are limited to placement only in Aiken and Edgefield*

School Districts. Candidates are required to provide their own transportation to and from schools at which they are placed for field experiences.

Benchmark V: Exit from Internship

A candidate accepted into internship is placed at a school at an appropriate grade level. During the internship, a candidate is supervised by a cooperating teacher and a university supervisor. The minimum number of days an intern is placed at a school is 60 days. During those 60 days the intern must successfully take over the classroom in which they have been assigned for a minimum of 10 days. The candidate is observed teaching a class a minimum of four times by both the cooperating teacher and university supervisor for a minimum total of eight observations. It is the responsibility of the cooperating teacher and university supervisor to make a final recommendation to the Dean as to whether the candidate has the knowledge, skills, and dispositions necessary to be a successful teacher. By state law, the candidate's success is measured using the ADEPT/SCTS 4.0 evaluation system. It is upon the final recommendation made by the cooperating teacher and university supervisor that the Dean recommends a candidate's certification to the State Superintendent of Education, pending completion of all certification components.

Reservation of Rights: All candidates must pass the applicable Praxis II Subject Test and the Principles of Teaching and Learning Exam (PLT) prior to recommendation for certification by the Dean.

Reservation of Rights

The School of Education reserves the right to remove any candidate from the Professional Program if he/she has been arrested or charged with a crime.

Undergraduate Programs in Education

Admission to Professional Program

The baccalaureate curricula of the School of Education are divided into two years of general education and two years of professional training. Any student who fulfills the admission requirements of the University may enroll in the pre-professional curriculum. Curricula designated as professional education courses are limited to candidates who have been formally accepted into the USC Aiken Professional Education Program.

Special Instructions for USC Sumter Students

Candidates enrolled at USC Sumter should complete their general education requirements prior to enrolling in USC Aiken pre-professional and professional education program courses.

Once USC Sumter candidates complete their general education class requirements, they must submit a USC Change of Campus Form prior to enrolling in USC Aiken pre-professional and professional education classes.

Benchmarks Leading to a Degree and Certification

The School of Education has identified five benchmarks that are used to guide and monitor the success of an undergraduate education major.

Benchmark I: Acceptance to USCA

Obtain admission to USC Aiken through the USC Aiken Office of Admissions.

Benchmark II: Acceptance to the School of Education Professional Program

To be accepted into the School of Education Professional Program the candidate must successfully meet the following criteria:

1. Have successfully completed a minimum of 60 credit hours including most general education course requirements and earned a C or better in all pre-professional program classes.
2. Complete the on-line professional program application (<http://www.usca.edu/education>).
3. A cumulative Grade Point Average (GPA) of at least 2.75.
4. A grade of C or better in English (ENGL) A101, A102 (or their equivalents) and the Communications requirement (or its equivalent).
5. An official report indicating passing PRAXIS Core (or exemptible SAT or ACT) scores for all three sections (math, writing, and reading) must be received by the School of Education. See SoE website for more information.

Registration for the PRAXIS Core¹ is available online at <http://www.ets.org>.

Reservation of Rights

The School of Education has the right to remove a candidate from the Professional Program for unprofessional conduct or for poor academic performance. This includes, but is not limited to, excessive tardiness, unexcused absences, inappropriate personal behavior, plagiarism, or poor academic performance, lower than a "C" in a professional program course. The School of Education also reserves the right to remove any candidate from the Professional Program if he/she has been arrested or charged with a crime.

Benchmark III: Junior/Senior Block Reviews

At the end of the Junior and Senior block classes, faculty teaching the methods and practica classes meet to discuss candidate progress to date. Faculty discuss candidate knowledge, skills, and dispositions at this time to determine if satisfactory progress is being made to allow the candidate to continue in the program. Concerns may be, but are not limited to: unsatisfactory professional disposition, lack of intellectual motivation, inadequate interpersonal skills, insufficient cooperative attitude, violation of fundamental academic principles of honesty and integrity, or an identified weakness in expressive skills. In addition to minimum grade requirements, specific attention will be given to each applicant's proficiency in writing and speech. Identification of a weakness in either writing or in speech may require additional academic work as a condition of approval for the internship.

The review committee can make one of three recommendations: satisfactory progress is being made – no "remedial" recommendations made; satisfactory progress is being made – however, some concerns are expressed - recommendations about concerns are forwarded to the Dean of the School of Education (Dean); satisfactory progress is not being made, candidate cannot proceed further in program unless concerns are addressed.

In the cases where concerns are expressed, the committee forwards their concerns in writing to the Dean. The Dean then schedules a meeting with the candidate to express the committee's concerns and the actions the candidate must take to address the concerns. If the candidate does not address the concerns to the satisfaction of the committee or the Dean in a reasonable amount of time, the candidate may be permanently expelled from the program.

Benchmark IV: Acceptance into Internship

The internship component of the Teacher Education Program is required by the South Carolina Department of Education and is designed to serve as the culminating experience in a candidate's preparation for a career in education. Interns will be placed in school districts that have a cooperative agree-

ment with USC Aiken. To be accepted into the internship the candidate must meet the following criteria:

1. Complete the on-line internship application (<http://www.usca.edu/education>).
2. Candidate must be fully admitted to the Professional Program at least one full semester prior to the internship semester.
3. The candidate must have completed all education courses (pre-professional and professional) and all subject area course requirements with a grade of C or better.
4. The candidate must complete all course work to meet graduation requirements following completion of internship.
5. The candidate must have at least a 3.00 cumulative GPA in all course work, and at least a 3.00 GPA in education courses and subject area requirements.
6. Candidates must have made satisfactory progress as designated by the Junior/Senior Block Review Committee.

Candidates whose internships have been denied may appeal the decision by requesting a review by the Professional Education Committee. Candidates may consult their advisors or the Chairperson of the Professional Education Committee concerning the procedures for appealing the decision of the committee.

*Note: All placements are coordinated through the Office of Field Experiences. USC Aiken has contractual agreements for internships and practica placements with selected South Carolina School Districts. **Under no circumstances are candidates to make individual placement arrangements with schools or teachers.** Within these districts, at the time of the application, candidates have an opportunity to list their geographical preferences; however, final assignments are worked out between the Office of Field Experiences and the School Districts. Secondary and Middle Level students are limited to placement only in Aiken and Edgefield School Districts. **Candidates are required to provide their own transportation to and from schools at which they are placed for field experiences.***

Benchmark V: Exit from Internship

A candidate accepted into internship is placed at a school at an appropriate grade level. During the internship, a candidate is supervised by a cooperating teacher and a university supervisor. The minimum number of days an intern is placed at a school is 60 days. During those 60 days the intern must successfully take over the classroom in which they have been assigned for a minimum of 15 days. The candidate is observed teaching a class a minimum of four times by both the cooperating teacher and university supervisor for a minimum total of eight observations. It is the responsibility of the cooperating teacher and university supervisor to make a final recommendation to the Dean as to whether the candidate has the knowledge, skills, and dispositions necessary to be a successful teacher. By state law, the candidate's success is measured using the ADEPT/NIET evaluation system. It is upon the final recommendation made by the cooperating teacher and university supervisor that the Dean recommends a candidate's certification to the State Superintendent of Education, pending completion of all certification components.

Note: All candidates must pass the applicable Praxis II subject test and the Principles of Teaching and Learning Exam (PTL) prior to recommendation for certification by the Dean.

Areas of Study

The curricula for degrees in Early Childhood Education, Elementary Education, Special Education, Middle Level (English, Math, Science, Social Studies), and Secondary Education (Biology, Chemistry, English, Mathematics, and Comprehensive Social Studies) include all courses and field experiences required for full teacher certification by the S.C. State Department of Education. For areas of Secondary Education not listed as programs at USC Aiken, the student should consult with the Dean of the School of Education.

Certification

Teacher certification is granted by the SC Department of Education upon recommendation by the Dean of the School of Education. Prior to the internship, candidates are required to complete an on-line application for certification for the SC Department of Education **and** register for fingerprinting. Interns may not be recommended for state licensure until USC Aiken has received official verification that the appropriate examinations have been passed. Note: the processing of the certification forms requires 6-8 weeks after the recommendation form is received by the State Department.

Interns who earn a grade of D or F for Internship or Senior Seminar will not be recommended for certification.

Additional Areas of Certification

Individuals who are initially certified may "add-on" certification in other subject areas. Candidates should consult with their advisors or the Dean of the School of Education concerning specific requirements for "add-on" certification.

Title II - Institutional Report

In 1988, the U.S. Congress passed legislation (Title II, Section 207 of the Higher Education Act) that required all states and institutions that have teacher preparation programs to submit annual reports on teacher preparation and licensing beginning in 2001. In this Bulletin, USC Aiken reports information for the cohort of students who completed teacher preparation programs at the undergraduate level during the school year 2017-2018.

Institution's definition of program completer:

A program completer is a candidate who has successfully completed all of the course and certification requirements for the approved program of study printed in the *University of South Carolina Aiken Undergraduate and Graduate Programs Bulletin* of the year in which the candidate was accepted into the university and began to take courses. As of July 1, 2006, the State of South Carolina requires all candidates to have taken and passed the Praxis II Principles of Learning and Teaching (PLT) exam prior to initial certification. As with the Praxis II content area exams, the PLT is part of the overall assessment system for the School of Education.

In this chart:

- 1 The number of program completers found, matched, and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.
- 2 Institutions and/or States did not require the assessments within an aggregate where data cells are blank.
- 3 Number of completers who took one or more tests in a category and within their area of specialization.
- 4 Number who passed all tests they took in a category and within their area of specialization. within their area of specialization.
- 4 Number who passed all tests they took in a category and within their area of specialization.

Title II Report

University of South Carolina Aiken

Academic Year 2017- 2018

Single Assessment Pass-Rate Report

Type of Assessment	<u>USC Aiken Cohort</u>				<u>Statewide</u>		
	Assessment Code	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Principles Learning & Teaching Early Child	5621	17	17	100%	482	481	100%
Principles Learning & Teaching K-6	5622	17	17	100%	638	635	100%
Principles Learning & Teaching 5-9	5623	6	-	-	149	146	98%
Principles Learning & Teaching 7-12	5624	6	-	-	397	394	99%
Academic Content Areas							
Elem Ed Instructional Practices & App	5019	1	-	-	126	124	98%
Elem Ed Multi Subj Reading Language Arts	5002	12	11	91.6%	365	359	98%
Elem Ed Multi Subj Mathematics	5003	12	12	100%	365	360	99%
Elem Ed Multi Subj Social Studies	5004	12	11	91.6%	365	351	96%
Elem Ed Multi Subj Science	5005	12	11	91.6%	365	350	96%
Education of Young Children	5024	18	18	100%	511	504	99%
Biology and General Science	0030	0	-	-	-	-	-
Eng Language Arts Comp Content & Analysis	5039	2	-	-	80	80	100%
Mathematics: Content Knowledge	5161	2	-	-	67	65	97%
Middle School Mathematics	5169	3	-	-	52	51	98%
Chem Physics and General Science	0070	0	-	-	-	-	-
Middle School Language Arts	5047	0	-	-	-	-	-
Middle School Science	5440	3	-	-	47	40	85%
Social Studies: Content & Interpretation	5086	1	-	-	110	106	96%
Middle School Social Studies	5089	2	-	-	45	43	96%
Music Content & Instruction	5114	2	-	-	92	86	93%
Teaching Special Populations							
SE Core Knowledge & Mild to Moderate App	5543	6	-	-	75	75	100%

Aggregate and Summary Pass-Rate Report

Type of Assessment	<u>USC Aiken Cohort</u>			<u>Statewide</u>		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Aggregate - Professional Knowledge	46	46	100%	1666	1656	99%
Aggregate - Academic Content Areas	82	82	100%	2590	2519	97%
Aggregate - Teaching Special Populations	6	6	100%	75	75	100%

Early Childhood Education

The Early Childhood Education Program provides preparation for teaching in preschool, kindergarten, and primary grades. The Early Childhood certificate permits teaching of grades Pre-K - 3 in primary and elementary schools of South Carolina. The program is planned to give undergraduates a broad liberal arts background together with a wide range of practical experiences in a variety of public and private early childhood settings.

Bachelor of Arts in Education - Major in Early Childhood Education

1. General Education Requirements..... 50-52

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 8
(Two courses from the following (must be two different areas): BIOL, GEOL, PHYS, CHEM)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas)..... 6
Psychology, Sociology, Anthropology,
Economics, Political Science, Geography
4. Languages..... 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)¹ 9
English above 250 required
Communication (last two digits must be in 50s or 60s),
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion, Selected
Language courses, Humanities (HSSI acronym), Honors
(HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
2. Oral Communication ² 3
(COMM A201 or COMM A241)
3. Math/Statistics/Logic 6
MATH A108 or higher, STAT A201 or higher
4. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

(Education majors must complete this requirement at least one semester prior to internship/student teaching)

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Courses offered as writing intensive are designated with the WI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC).

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201 or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements under Academic Affairs and Regulations.

Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Education Requirements² 22

- EDUC A210 or A110L..... 1
- EDUC A300 3
- EDFN A321 3
- EDEC A211..... 3
- EDEC A256 3
- EDPY A235..... 3
- EDRD A218 3
- EDEX A200 3

3. Professional Education Requirements¹ 43

- Junior Block: EDEC A411, A540, A542, EDRD A522, A523 15
- Senior Block: EDEC A435, A436, EDRD A524, A525 15
- Internship: EDEC A469, A476 15

4. General Electives..... 0-3

Total hours 120

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² Must have a grade of C or better.

Elementary Education

The Elementary Education Program provides preparation for teaching in public school grades 2-6. Each candidate is given practical experience with children of different age levels and in different types of public school settings.

Bachelor of Arts in Education - Major in Elementary Education

1. General Education Requirements..... 54-56

A. Knowledge of Human Cultures and the Physical and Natural World 36-38

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 12

Choose three lab courses, one from each of the following fields: Physical Science, Life Science and Earth/Space Sciences

2. History of Civilization 3

(HIST A101 or HIST A102)

3. Social and Behavioral Sciences 6

Choose six hours from two of the following fields: Geography, Psychology, Sociology, Anthropology, Economics, or Political Science

4. Languages 6-8

(Two (2) semesters of the same language required.)

5. Humanities..... 9

HIST A201 or A202

English above A250

Choose three hours from the following fields: ARTH, MUSC A173 or A175, THEA A161

B. Intellectual and Practical Skills 15

1. English A101 and A102 6

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication¹ 3

(COMM A201 or COMM A241)

3. Math/Statistics/Logic 6

MATH A108 or higher¹ 3

STAT A201 or higher¹ 3

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

(Education majors must complete this requirement at least one semester prior to internship/student teaching.)

5. Satisfactory completion of three courses designated

as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Courses offered as writing intensive are designated with the WI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC).

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3

(POLI A201, HIST A201 or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements under Academic Affairs and Regulations.

Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Education Requirements¹ 24

EDUC A210 or A110L, A245, A300 6

EDFN A321, EDPY A330, A235 9

EDRD A218, EDEX A200, 6

EDEL A225 3

3 Professional Education Requirements¹ 48

Junior Block: EDEL A432, A445, EDRD A430, A422..... 16

Senior Block: EDEL A431, A443, A441, EDRD A421, A423...

..... 17

Internship: EDEL A470, A476 15

Total hours 125-127

¹ Must have a grade of C or better

Middle Level Education

The Middle Level Education Program prepares candidates for teaching in public school grades 5-8. Candidates examine and develop teaching pedagogy appropriate for young adolescents. Candidate observation, participation and teaching experiences are designed to develop awareness of and tolerance toward diversity. Middle Level Education candidates transferring from a two-year institution will not receive transfer credit for courses considered upper division. In addition, transfer credit will not be granted for courses taken in which the prerequisites have not been observed.

Bachelor of Arts in Education - Major in Middle Level Education (Area of Concentration in English)

1. General Education Requirements..... 49-52

A. Knowledge of Human Culture and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless

an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8
Biological Science (BIOL) and a Physical Science (CHEM, GEOL, or ASTR) (one lab)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences 6
Psychology A101 and one other social behavioral science from the following groups:
Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities 6
English Literature 6
(ENGL A284 and ENGL A288)
Humanities elective selected from below 3
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
2. Oral Communication¹ 3
(COMM A201, or COMM A241)
3. Math/Statistics/Logic¹ 3
All education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH A104 prior to MATH A108.
Math A108 3
(Candidates who place out of MATH A108 or have taken a higher level mathematics course that requires MATH A108 as a pre-requisite, (except MATH A222) may substitute any 3-hour elective in place of MATH A108.)
STAT A201 (or higher statistics) 3
4. Satisfactory completion of Writing Proficiency Requirement 3
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

(Education majors must complete this requirement at least one semester prior to internship/student teaching)

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201 or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements under Academic Affairs and Regulations.

Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements¹ 17

- EDUC A245 2
- EDPY A334 3
- EDSE A312 3
- EDRD A318 3
- EDRD/ENGL A485 3
- EDFN A321 3

3. Professional Program Requirements¹ 29

- EDUC A455 3
- EDRD A518 3
- EDSE A446 4
- EDSE A447 4
- EDSE A471, A476 15

4. Subject Area Requirements¹ 27-29

- ENGL A275 3
- ENGL A285 3
- ENGL A289 3
- ENGL A291 3
- ENGL A360 3
- ENGL A450 3
- ENGL A460 3
- Content Area Electives* (2) 6-8

*These electives must be upper-level coursework above general education requirements. Middle-level education majors are encouraged to take 6-8 credit hours in a second content area for add on-certification.

Total Hours 122-127

Must have a grade of C or better.

For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

Bachelor of Arts in Education - Major in Middle Level Education (Area of Concentration in Mathematics)

1. General Education Requirements 49-52

A. Knowledge of Human Cultures and the Physical

and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8
Biological Science (BIOL) and a Physical Science (CHEM, GEOL, or ASTR) (one lab)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences 6
Psychology A101 and one other social behavioral science from the following groups:
Sociology, Anthropology,
Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities 9
Humanities electives selected from below 9
(at least 2 areas)
Communication (last two digits must be in 50s or 60s),
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion, Selected
Language courses, Humanities (HSSI acronym), Honors
(HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
2. Oral Communication¹ 3
(COMM A201, or COMM A241)
3. Math/Statistics/Logic:
All education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH A104 prior to MATH A108.
Math A108 3
(Candidates who place out of MATH A108 or have taken a higher level mathematics course that requires MATH A108 as a pre-requisite, (except MATH A222) may substitute any 3-hour elective in place of MATH A108.)
STAT A201 (or higher statistics) 3
4. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

(Education majors must complete this requirement at least one semester prior to internship/student teaching.)

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Courses offered as writing intensive are designated with the WI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC).

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201 or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements under Academic Affairs and Regulations.

Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements¹ 17

- EDUC A245 2
EDPY A334 3
EDSE A312 3
EDRD A318 3
EDRD/ENGL A485 3
EDFN A321 3

3. Professional Program Requirements¹ 29

- EDUC A455 3
EDRD A518 3
EDSE A446 4
EDSE A450 4
EDSE A471, A476 15

4. Subject Area Requirements¹ 24-26

- MATH A111 3
MATH A112 3
MATH A122 3
MATH A221 3
MATH A222 3
MATH A503 3
Content Area Electives* (2) 6-8

*These electives must be upper-level coursework above general education requirements. Middle-level education majors are encouraged to take 6-8 credit hours in a second content area for add on-certification.

Total Hours 122-127

¹ Must have a grade of C or better.

² For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

Bachelor of Arts in Education - Major in Middle Level Education (Area of Concentration in Science)

1. General Education Requirements 50-52

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless

an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences.....8
(BIOL A121 and PHYS A101)
2. History of Civilization3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences6
Psychology A101 and one other social behavioral science from the following groups: Sociology, Anthropology, Economics, Political Science, Geography
4. Languages..... 6-8
(Two (2) semesters of the same language required.)
5. Humanities
Humanities electives selected from below9
(at least 2 areas)
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A1026
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
2. Oral Communication:3
(COMM A201, or COMM A241)
3. Math/Statistics/Logic:
All education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH A104 prior to MATH A108.
Math A1083
(Candidates who place out of MATH A108 or have taken a higher level mathematics course that requires MATH A108 as a pre-requisite, (except MATH A222) may substitute any 3-hour elective in place of MATH A108.)
STAT A201 (or higher statistics)3
4. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.
(**Education majors must complete this requirement at least one semester prior to internship/student teaching**)
5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.
Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility3

1. American Political Institutions..... 3
(POLI A201, HIST A201 or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements under Academic Affairs and Regulations.

Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements¹ 17

- EDUC A2452
- EDPY A3343
- EDSE A3123
- EDRD A3183
- EDRD/ENGL A4853
- EDFN A3213

3. Professional Program Requirements¹ 29

- EDUC A4553
- EDRD A5183
- EDSE A4464
- EDSE A4534
- EDSE A471, A47615

4. Subject Area Requirements¹ 29-31

- PHYS A201 or A2114
- BIOL A1224
- ASTR A1114
- CHEM A101 or A1034
- GEOL A2014
- MATH A1113
- Content Area Electives* (2) 6-8

*These electives must be upper-level coursework above general education requirements. Middle-level education majors are encouraged to take 6-8 credit hours in a second content area for add on-certification.

Total Hours125-129

¹ Must have a grade of C or better.

² For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

Bachelor of Arts in Education -

Major in Middle Level Education

(Area of Concentration in Social Studies)

1. General Education Requirements..... 50-52

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8

Biological Science (BIOL) and a Physical Science (CHEM, GEOL, or ASTR) (one lab)

2. History of Civilization 3
(HIST A101)
3. Social and Behavioral Sciences 6
Psychology A101 and one other social behavioral science from the following groups:
Sociology, Anthropology,
Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities 3
United States History 3
(HIST A 201)
Humanities electives selected from below 6
Communication (last two digits must be in 50s or 60s),
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion, Selected
Language courses, Humanities (HSSI acronym), Honors
(HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
2. Oral Communication: 3
(COMM A201, or COMM A241)
3. Math/Statistics/Logic: 3
All education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH A104 prior to MATH A108.
Math A108 3
(Candidates who place out of MATH A108 or have taken a higher level mathematics course that requires MATH A108 as a pre-requisite, (except MATH A222) may substitute any 3-hour elective in place of MATH A108.)
STAT A201 (or higher statistics) 3
4. Satisfactory completion of Writing Proficiency Requirement 3
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

(Education majors must complete this requirement at least one semester prior to internship/student teaching)

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201 or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements under Academic Affairs and Regulations.

Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements¹ 17

- EDUC A245 2
- EDPY A334 3
- EDSE A312 3
- EDRD A318 3
- EDRD/ENGL A485 3
- EDFN A321 3

3. Professional Program Requirements¹ 29

- EDUC A455 3
- EDRD A518 3
- EDSE A446 4
- EDSE A449 4
- EDSE A471, A476 15

4. Subject Area Requirements¹ 27-29

- ECON A221 or A222 3
- GEOG A101 3
- GEOG A102 3
- HIST A102 3
- HIST A202 3
- HIST A351 or A451 3
- Content Area Electives* (2) 6-8

*These electives must be upper-level coursework above general education requirements. Middle-level education majors are encouraged to take 6-8 credit hours in a second content area for add on-certification.

Total Hours 122-127

¹ Must have a grade of C or better.

² For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

Secondary Education

The Secondary Education Program prepares candidates for teaching in public school grades 9-12. Programs in the subject areas of biology, chemistry, English, mathematics, and comprehensive social studies provide subject-matter expertise and a comprehensive and balanced liberal arts background. Professional requirements of the curriculum offer several semesters of public school experience at the level of individual candidate interaction and for on-site experimentation with methods and materials of curriculum in a chosen certification area.

Secondary Education candidates transferring from a two-year institution will not receive transfer credit for courses considered upper division (300 level or above). In addition, transfer credit will not be granted for courses taken in which the prerequisites have not been observed.

Bachelor of Science in Education -

Major in Secondary Education

(Area of Concentration in Biology)

1. General Education Requirements..... 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 8
 - BIOL A121¹
 - PHYS A201, A202, A211, or A212
2. History of Civilization 3
 - (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
 - Psychology, Sociology, Anthropology,
 - Economics, Political Science, Geography
4. Languages.....6-8
 - (Two (2) semesters of the same language required.)
5. Humanities 3
 - Literature 3
 - Humanities electives selected from two areas from the following² 6
 - Communication (last two digits must be in 50s or 60s),
 - History, Art History, Music History, Theatre History,
 - Literature, Philosophy (other than logic), Religion, Selected
 - Language courses, Humanities (HSSI acronym), Honors
 - (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
 - Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
2. Oral Communication¹ 3
 - (COMM A201 or COMM A241)
3. Math/Statistics/Logic¹
 - All secondary science education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH A104 and MATH A108 prior to MATH A122.
 - MATH A122 or A141 3-4
 - STAT A201 or STAT A509..... 3
4. Satisfactory completion of Writing Proficiency Requirement
 - For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

(Education majors must complete this requirement at least one semester prior to internship/student teaching)

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's

major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility3

1. American Political Institutions..... 3
 - (POLI A201, HIST A201 or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
 - For more information, see ICE Program requirements under Academic Affairs and Regulations.

Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements¹ 14

- EDUC A245 2
- EDSE A312 3
- EDRD A318 3
- EDFN A321 3
- EDPY A334 3

3. Professional Program Requirements¹ 26

- EDRD A518 3
- EDSE A446, A453 8
- EDSE A471, A476 15

4. Subject Area Requirements¹ 40

- BIOL A122, A320, A350, A370 16
- BIOL A325 or A360..... 4
- BIOL A316, A516, or A528 4
- CHEM A111, A112, A331, A331L..... 12
- BIOL A499 and BIOL A490 or GEOL A490..... 4

Total Hours 130-133

¹ Must have a grade of C or better.

² For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

Bachelor of Science in Education -

Major in Secondary Education

Area of Concentration in Chemistry)

1. General Education Requirements..... 49-51

A. Knowledge of Human Cultures and the Physical and Natural World 29-31

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences	8
BIOL A121 ¹	
PHYS A201 or A211	
2. History of Civilization	3
(HIST A101 or HIST A102)	
3. Social and Behavioral Sciences	3
Psychology, Sociology, Anthropology,	
Economics, Political Science, Geography	
4. Languages	6-8
(Two (2) semesters of the same language required.)	
5. Humanities	
Literature	3
Humanities electives selected from two areas from	
the following ²	6
Communication (last two digits must be in 50s or 60s),	
History, Art History, Music History, Theatre History,	
Literature, Philosophy (other than logic), Religion, Selected	
Language courses, Humanities (HSSI acronym), Honors	
(HONS acronym)	

B. Intellectual and Practical Skills 17

- English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
- Oral Communication¹ 3
(COMM A201 or COMM A241)
- Math/Statistics/Logic¹ 8
All secondary chemistry education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH A104, MATH A108, MATH A111 and MATH A112 prior to MATH A141.
MATH A141 and MATH A142
- Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

(Education majors must complete this requirement at least one semester prior to internship/student teaching)

- Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

- American Political Institutions 3
(POLI A201, HIST A201 or HIST A202)
- Inter-Curricular Enrichment Program (ICE)
For more information, see ICE Program requirements under Academic Affairs and Regulations.

Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements¹ 14

- | | |
|-----------------|---|
| EDUC A245 | 2 |
| EDSE A312 | 3 |
| EDRD A318 | 3 |
| EDFN A321 | 3 |
| EDPY A334 | 3 |

3. Professional Program Requirements¹ 26

- | | |
|-----------------------|----|
| EDRD A518 | 3 |
| EDSE A446, A453 | 8 |
| EDSE A471, A476 | 15 |

4. Subject Area Requirements¹ 51-52

- | | |
|--|---|
| CHEM A111 and A112 | 8 |
| CHEM A310, A311, A311L, A331/A331L, A332/A332L, | |
| A321/A321L, A541/A541L, A542/A542L, A511/A511L, | |
| and two of the three following courses: A511, A522, or | |
| A550. | |
| CHEM A499 | 3 |
| PHYS A202 or A212 | 4 |
| BIOL A541 | 3 |

Total Hours 140-143

¹ Must have a grade of C or better.

² For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

Bachelor of Arts in Education - **Major in Secondary Education** **(Area of Concentration in English)**

1. General Education Requirements 50-52

A. Knowledge of Human Cultures and the Physical and Natural World 32-24

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

- Natural Sciences 7-8
Biological Science (BIOL) and a Physical Science (CHEM, GEOL, PHYS, or ASTR)(one lab)
- History of Civilization 3
(HIST 101 or HIST A102)
- Social and Behavioral Sciences (two areas) 6
Psychology, Sociology, Anthropology,
Economics, Political Science, Geography
- Languages 6-8
(Two (2) semesters of the same language required.)

5. Humanities
- ENGL A284¹ and A288¹ 6
- Humanities electives selected from the following². 3
- Communication (last two digits must be in 50s or 60s),
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion, Selected
Language courses, Humanities (HSSI acronym), Honors
(HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
- Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication¹ 3
- (COMM A201 or COMM A241)

3. Math/Statistics/Logic 6

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

(Education majors must complete this requirement at least one semester prior to internship/student teaching)

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3
- (POLI A201, HIST A201 or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements under Academic Affairs and Regulations.

Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements¹ 14

- EDUC A245 2
- EDSE A312 3
- EDRD A318 3
- EDFN A321 3
- EDPY A334 3

3. Professional Program Requirements¹ 26

- EDRD A518 3
- EDSE A446, A447 8
- EDSE A471, A476 15

4. Subject Area Requirements¹ 36

- ENGL A275, A285, A289, A291, A450, A460, A462 21
- American Literature (300-level or above) 3
- British Literature (300-level or above) 3
- ENGL A360 3
- ENGL A362 3
- EDRD A485 3

Minimum total hours 125-128

¹ Must have a grade of C or better.

² For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

Bachelor of Science in Education -

Major in Secondary Education

(Area of Concentration in Mathematics)

1. General Education Requirements 49-52

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8

Biological Science (BIOL) and PHYS A211 (with lab)

2. History of Civilization 3

(HIST A101 or HIST A102)

3. Social and Behavioral Sciences (two areas) 6

Psychology, Sociology, Anthropology,
Economics, Political Science, Geography

4. Languages 6-8

(Two (2) semesters of the same language required.)

5. Humanities

Literature 3

Humanities electives selected from two areas from the following¹ 6

Communication (last two digits must be in 50s or 60s),
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion, Selected
Language courses, Humanities (HSSI acronym), Honors
(HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication² 3

(COMM A201 or COMM A241)

3. Math/Statistics/Logic²

All secondary math education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH A104, MATH A108, MATH A111 and MATH A112 prior to MATH A141.

MATH A170 3

MATH A174 3

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

(Education majors must complete this requirement at least one semester prior to internship/student teaching)

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3

(POLI A201, HIST A201 or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements under Academic Affairs and Regulations.

Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements² 14

EDUC A245 2

EDSE A312 3

EDRD A318 3

EDFN A321 3

EDPY A334 3

3. Professional Program Requirements² 26

EDRD A518 3

EDSE A446, A450 8

EDSE A471, A476 15

4. Subject Area Requirements² 40

MATH A141, A142, A241, A242 16

MATH A420, A531, A544, A546, A554 15

CSCI A102 3

STAT A509 3

MATH A503 3

Minimum total hours 129-132

¹ For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

² Must have a grade of C or better.

Bachelor of Arts in Education - Major in Secondary Education

(Area of Concentration in Comprehensive Social Studies)

1. General Education Requirements 49-52

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8

Biological Science (BIOL) and a Physical Science (CHEM, GEOL or ASTR) (one lab)

2. History of Civilization 3

(HIST A101)

3. Social and Behavioral Sciences 6

(PSYC A101 and SOCY A101)

4. Languages 6-8

(Two (2) semesters of the same language required.)

5. Humanities

HIST A102 3

Literature 3

Humanities electives selected from the following². 3

Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication¹ 3

(COMM A201 or COMM A241)

3. Math/Statistics/Logic

MATH A108 or higher or statistics 3

Any math/statistics or logic elective excluding MATH A221 and MATH A222 3

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

(Education majors must complete this requirement at least one semester prior to internship/student teaching)

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Defini-

tion under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility3

1. American Political Institutions..... 3
(POLI A201, HIST A201 or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements under Academic Affairs and Regulations.

Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements¹ 14

- EDUC A245 2
- EDSE A312 3
- EDRD A318 3
- EDFN A321 3
- EDPY A334 3

3. Professional Program Requirements¹ 26

- EDRD A518 3
- EDSE A446, A449 8
- EDSE A471, A476 15

4. Subject Area Requirements¹ 30

- HIST A201 and A202 6
- GEOG A102 and A103 6
- ECON A221, A222 6
- HIST above the 300 level 3
- ANTH A102 3
- POLI A122 3
- PSYC A320 or PSYC A340 3

5. General Electives..... 1

Total hours 120-123

¹ Must have a grade of C or better.

² For a list of courses that will meet the Humanities general education requirements, refer to Academic Affairs and Regulations.

Special Education

The Special Education program provides preparation for teaching children, youth, and young adults with disabilities ages birth through 21 in public and private education environments. Each teacher education candidate receives a broad liberal arts and general education foundation. Additionally, candidates receive specific information regarding the abilities and needs of individuals with emotional and/or behavioral disorders, learning disabilities, traumatic brain injuries, autism, and mild to moderate intellectual disabilities. Extensive practica experiences across a variety of placements are provided.

Bachelor of Arts

in Special Education

1. General Education Requirements..... 49-52

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 7-8
Biological Science (BIOL) and a Physical Science (CHEM, GEOL, or ASTR) (one lab)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences
PSYC A101 3
Select one course from the following areas: 3
Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)² 9
Communication (last two digits must be in 50s or 60s), History, Literature, Art History, Music History, Theatre History, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
2. Oral Communication¹ 3
(COMM A201 or COMM A241)
3. Math/Statistics/Logic¹ 6
MATH A108
STAT A201¹
4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

(Education majors must complete this requirement at least one semester prior to internship/student teaching)

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility3

1. American Political Institutions..... 3
(POLI A201, HIST A201 or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements under Academic Affairs and Regulations.

Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements¹ 13

EDUC A110L or A210 1

EDFN A321 3

EDEX A200 3

EDPY A330 or PSYC A310 3

EDEX A336 3

3. Professional Program Requirements¹ 60

Block I:

EDEX A403, EDEX A424, EDEX A451, EDEX A440 ... 12

Block II:

EDEX A452, EDEX A453, EDRD A421, EDRD A430... 12

Block III:

EDEX A454, EDEX A455, EDRD A423 9

Block IV:

EDEX A456, EDEX A457, EDRD A422 12

Intern Block:

EDEX A472, EDEX A476 15

Minimum total hours 122-125

¹ Must have a grade of C or better.

² For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations. (See Professional Program requirements.)

Palmetto College Special Education/ Multicategorical Degree Completion Program

The Palmetto College is a collaborative online upper-level degree completion program which utilizes the resources of the USC system's four regional campuses (Lancaster, Salkehatchie, Sumter, and Union) and four senior campuses (Aiken, Beaufort, Columbia, and Upstate). Generally speaking, students who have completed a minimum of 60 hours of transferable coursework will be eligible to apply for admission to one of the senior campuses as a Palmetto College student. Those admitted as Palmetto College students may not be concurrently enrolled in another degree program at the same time or another USC senior campus.

The School of Education at USC Aiken offers a Council for the Accreditation of Educator Preparation (CAEP) accredited online degree program in Special Education/Multicategorical through the Palmetto College program. Students who have been admitted to USC Aiken as a Palmetto College education major will be able to complete all upper-level requirements for the Bachelor of Arts in Special Education degree online. The curriculum and degree requirements for the Palmetto College education major are exactly the same as those prescribed for the full four-year Special Education program offered by USC Aiken. Accordingly, Palmetto College education majors must fulfill all USC Aiken general education and major requirements listed elsewhere in this Bulletin. Students who successfully complete the Palmetto College Special Education/Multicategorical Degree Completion Program will receive the Bachelor of Arts in Special Education degree from USC Aiken. For more information on the Education Degree Completion Program, please contact the USC Aiken Palmetto College Program Coordinator at (803) 641-3595.

Minor in Educational Studies

The minor in educational studies provides undergraduates in any major the opportunity to explore the various issues, policies, and forces that shape education as well as explore careers in education. This minor does **NOT** lead to certification.

Required (14-15 hours)

EDFN A321 Dynamics of American Public Education 3

EDPY A235 Introduction to Educational Psychology

or EDPY A334 Adolescent Development 3

EDEX A200 Introduction to People with Exceptionalities

or EDSE A312 Diverse Learners 3

EDUC A245 Technology Integration for Teaching and Learning 2

or EDEX A440 Assistive Technology for Diverse Learners 3

EDRD A218 Children's Literature

or EDRD A485 Adolescent Literature

or EDRD A318 Foundations in Reading and Assessment 3

Electives (3-4 hours)

Choose one or more from the following as needed.

EDUC A210 Clinical Observation & Analysis 1

EDPY A330 Life-Span Growth and Development 3

EDEC A211 Family Life Education and Professional Practice 3

EDEC A256 Physical Education and Health in Early Childhood

or EDEL A225 Physical Education and Health in Elementary

Education 3

EDUC A399 Independent Study.....	1-3
EDUC A599 Special Studies in Education.....	1-3
Total hours required.....	18

Course Descriptions

Early Childhood Education (EDEC)

- EDEC A211 Family Life Education and Professional Practice.** (3) An ecological systems approach will be used to explore practices which develop the relationship between home and school. Family dynamics and adult development will be explored. Additional areas of professional practice will be discussed including advocacy, ethics, and philosophical perspectives.
- EDEC A256 Physical Education and Health in Early Childhood.** (3) The physical development of young children will be examined. Appropriate physical education and movement activities for children ages birth to age 8 will be explored. Health issues related to young children will also be discussed and strategies for teaching young children about health will be explored. Candidates who earned credit for HPED A256 may not earn credit for EDEC A256.
- EDEC A320 Introduction to Early Childhood Special Education** (3). This course provides an overview of early childhood special education for children ages birth-five. A survey of the abilities of young children will be explored including communication, cognitive development, motor skills, sensory issues, health impairments, and adaptive abilities.
- EDEC A321 Assessment of Young Children with Disabilities** (3). Young children with special needs may need to be screened for potential developmental delays and medical referrals. This course will explore such screening instruments as well as assessment tools for monitoring a child's progress.
- EDEC A322 Procedures for Working with Young Children with Disabilities** (3). Developing the Individualized Family Service Plan (IFSP) and Individual Education Program (IEP) provides the framework for working with young children with special needs in a variety of settings. Laws affecting the work of early childhood special education will be discussed as well as the collaborative nature of this field.
- EDEC A323 Social and Emotional Development and Guidance for Young Children with Disabilities** (3). This course will explore the social and emotional development of young children and relevant guidance strategies for a variety of settings.
- EDEC A324 Practicum Field Experience in Early Childhood Special Education** (3). Students will participate in a supervised field experience in a setting with young children with identified special needs. These settings may include early intervention programs such as Head Start/Early Head Start, 4K, and public school programs for young children with special needs, as well as home visits. The practicum experience will include at least 30 hours of field experience.
- EDEC A411 Child Development and Foundations in Early Learning.** (3) (Prereq: admission to Professional

Program in Education or permission from the Dean; Coreq: Junior Block) Child Development and Foundations in Early Learning will include an overview of the field of early childhood education which spans the ages of birth through eight. Child development spanning this age range and foundations of learning will be explored. A variety of programs work with children in this age range including child care, Head Start, parent education, preschool, and public school. This course will survey the state and federal programs which work with children of this age. Candidates who earned credit for EDEC A210 may not earn credit for EDEC A411.

- EDEC A435 Math Experiences in Early Childhood Education.** (4) (Prereq: Grades of C or better in MATH A108 and EDUC A300; admission to Professional Program in Education or permission from the Dean) This methods course includes the basic content of the inquiry area of math as it is to be presented to preschool and primary children. Appropriate experiences, learning activities, materials, and equipment to aid the development of math concepts in young children are presented. Multicultural influences and needs of exceptional children are addressed. Supervised clinical experience in an early childhood setting is required. Observation and participation in classroom setting is required with a focus on math learning experiences, materials, and equipment.
- EDEC A436 Social Studies and Science in Early Childhood Education.** (4) (Prereq: admission to Professional Program in Education or permission from the Dean) This methods course includes basic content in the academic areas of social studies and science as they are presented to pre-primary and primary children. Developmentally appropriate experiences, learning activities, materials, and equipment, as well as multicultural influences and needs of exceptional children are addressed. Supervised clinical experience in an early childhood setting is required. Observation and participation in classroom setting is required with a focus on social studies and science learning experience, materials, and equipment.
- EDEC A469 Internship in Early Childhood Education.** (12) (Prereq: admission to Professional Program in Education and Internship.) A program of observation and teaching in the public schools under the supervision of university and public school personnel.
- EDEC A476 Senior Seminar.** (3) (Coreq: EDEC A469) The synthesis and critical evaluation of professional studies in early childhood education.
- EDEC A540 Child Study and Assessment.** (3) (Prereq: admission to Professional Program in Education or permission from the Dean) A study of the physical, emotional, intellectual, and social components of development, prenatal through age eight, and its relationship to the education of the young child birth - eight will be explored. Various methods of assessing development and learning will be addressed.
- EDEC A542 Environmental Design and Classroom Management in Early Childhood Education.** (3) (Prereq: admission to Professional Program in Education or permission from the Dean) Strategies for setting up the early childhood environment to support and facilitate learning will be explored.

The role of the environmental design in relation to classroom management will also be discussed. Theoretical perspectives for environmental design and classroom management will be analyzed.

- EDEC A544 Language, Literacy, and the Arts. (4)** (Prereq: admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block: EDEC A410, EDEC A542, EDRD A520) This methods course will explore instruction related to the English Language Arts standards focusing on oral and written language. Creative Arts will be used as a strategy for enhancing literacy. Strategies for addressing the diverse needs of students including English language learners will be discussed. Supervised clinical experience in an early childhood setting is required. Observation and participation in classroom setting is required with a focus on literacy. Lesson plans will be implemented and evaluated.

Elementary Education (EDEL)

- EDEL A225 Teaching Health and PE in the Elementary School. (3)** Current methods and techniques for teaching health and physical education in grades 2-6. The course includes instruction in movement education, rhythmic activities, games, gymnastics, and sports skill development. An equal emphasis is placed on understanding the total school health program, consisting of health instruction, health services, and healthful school environments.
- EDEL A430 Creative Arts in the Elementary School. (3)** Methods, techniques, and materials for using art, music, and drama in the elementary classroom as a means of increasing effectiveness of instruction.
- EDEL A431 Teaching Mathematics in the Elementary School. (4)** (Prereq: Admission to Professional Program in Education or permission from the Dean; Coreq: Senior Block) Materials and programs for teaching mathematics in the elementary school. Supervised clinical experience in an elementary education classroom. Observations and participation are required with a focus on mathematical learning experiences, materials, and equipment. Seminars and group discussions included.
- EDEL A432 STEM: Science, Technology, Engineering, and Math in the Elementary School. (4)** (Prereq: Admission to Professional Program in Education or permission from the Dean, completion of at least four credit hours of natural or physical science; Coreq: Junior Block) Materials and programs for teaching science in the elementary school. Supervised clinical experience in an elementary education classroom. Observations and participation in a classroom setting are required with a focus on science learning experiences, materials, and equipment. Seminars and group discussion included.
- EDEL A434 Teaching Language Arts in the Elementary School. (3)** (Prereq: EDRD A218 and Admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block) Materials and programs for teaching language arts in the elementary school with emphasis on communication skills.
- EDEL A441 Classroom Management. (3)** (Prereq: Admission to Professional Program in Education or permission from the Dean; Coreq: Senior Block) Study of classroom management strategies including grouping, grading, behavior management, and organization of the students, space, time and materials for effective learning to take place.
- EDEL A443 Teaching Social Studies in the Elementary School. (4)** (Prereq: Completion of three hours of history, Admission to Professional Program in Education or permission from the Dean; and Senior Block) Materials and programs for teaching social studies in the elementary school. Supervised clinical experience in an elementary education classroom. Observations and participation are required with a focus on the teaching of social studies and the materials used to enhance student learning.
- EDEL A445 Classroom Assessment. (3)** (Prereq: EDPY A330, EDPY A235, Admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block) Study of formal and informal assessment instruments and strategies and their application in measuring and monitoring learning.
- EDEL A470 Internship in the Elementary School. (12)** (Prereq: Admission to the Professional Program in Education and to the Teaching Internship; Coreq: EDEL A476). A program of observation and teaching in the public schools under the supervision of university and public school personnel.
- EDEL A476 Senior Seminar. (3)** (Coreq: EDEL A470) The synthesis and critical evaluation of professional studies in elementary education.

Exceptional Learner (EDEX)

- EDEX A200 Introduction to People with Exceptionalities. (3)** A survey of the development of special education, the current legal guidelines with emphasis on public school mandates, and the various clusters of exceptionalities: definitions, classifications, identification, prevalences, causes, characteristics, and educational needs, including inclusion in general education classrooms.
- EDEX A336 Planning Effective Instruction for Students with Disabilities. (3)** (Prereq: Grade of C or better in EDEX A200 or permission from the Dean) This course will explore how to teach students with exceptionalities using evidence-based practices. Lesson planning and instructional designs will also be explored. Additionally, instructional plans that meet the diverse needs of learners and utilize evidence-based practices will be developed.
- EDEX A401 Introduction to High Incidence Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A401P) This course is a survey of people with learning disabilities, emotional and/or behavioral disorders, and intellectual disabilities. Emphasis will be placed on characteristics, definition, and etiology of the aforementioned disabilities.
- EDEX A401P Practicum in High Incidence Disabilities. (1)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission

from the Dean; Coreq: EDEX A401) This course will provide observation, participation, and/or teaching experiences with people with learning disabilities, emotional and/or behavioral disorders, and intellectual disabilities.

EDEX A402 Autism, Traumatic Brain Injury, and Severe Disabilities. (3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course investigates issues including parent and teacher education, research pertaining to classroom instruction, group and individual instruction, and advances in treatment of individuals who have autism, traumatic brain injury, or severe disabilities. (Spring only)

EDEX A403 Assessment of People with Exceptionalities. (3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A403P) This course is an exploration of assessment practices from initial screening by classroom teachers to interpretation of professional evaluations. Candidates will practice administering, scoring, and interpreting assessment instruments. (Fall only)

EDEX A403P Practicum in Assessment of People with Exceptionalities. (1) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A403) This course will provide practical observation and practice regarding assessing students with exceptionalities in an educational setting. Candidates will be required to administer, score, and interpret assessments for students with exceptionalities. (Fall only)

EDEX A404 Collaboration and Inclusion. (3) (Prereq: EDEX A200 and Admission to the Professional Program or permission from the Dean) Inclusion will be analyzed from its origins in the Regular Education Initiative through model inclusionary programs. Topics such as collaboration, co-teaching, supervising paraprofessionals, legal issues, placements, educational approaches, and family involvement will be discussed.

EDEX A405 IEP Development and Transitioning. (3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course will provide candidates with the necessary federal and state references, a guide for developing an Individualized Education Program (IEP), and a process for writing annual goals and short-term objectives that meet federal and state requirements. The course will also include strategies helpful in the transition process as students move from school to work environments.

EDEX A410 Introduction to People with Intellectual Disabilities. (3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) A survey of people with intellectual disabilities, including historical treatment, etiology, characteristics, methods of diagnosis, and teaching individuals with intellectual disabilities in the least restrictive environment. (Fall only)

EDEX A414 Methods and Materials in High Incidence Disabilities. (3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course will

provide an exploration of methods and materials used for teaching people with learning disabilities, emotional and/or behavioral disorders, or intellectual disabilities.

EDEX A415 Methods and Materials for Teaching People with Intellectual Disabilities. (3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A415P) Methods and materials related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with intellectual disabilities, including the development of Individualized Education Programs. Meets multicategorical special education certification and mental disabilities certification requirements. (Fall only)

EDEX A415P Practicum in the Instruction of People with Intellectual Disabilities. (1-3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A415) Field experiences in the application of methods and materials for people with intellectual disabilities. Meets special education in mental disabilities certification requirements. (Fall only)

EDEX A416 Adapting Mathematics and Science Curricula. (3) (Prereq: Grades of C or better in the two required math courses, EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A416P) This course includes the basic content of the inquiry areas of mathematics and science as they are taught to students with exceptionalities. Appropriate methods to teach mathematics and science concepts will be presented in this course. Candidates will also learn how to make classroom accommodations for students with exceptionalities.

EDEX A416P Practicum in Adapting Mathematics and Science Curricula. (1) (Prereq: Grades of C or better in the two required math courses, EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A416) This course will provide practical observation, participation, and teaching experiences in the areas of mathematics and science with students with exceptionalities.

EDEX A417 Adapting Language Arts and Social Studies Curricula. (3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A417P) This course includes the basic content of the academic areas of language arts and social studies as they are taught to students with exceptionalities. Appropriate methods to teach language arts and social studies curricula will be presented in this course. Candidates will also learn how to make classroom accommodations for students with exceptionalities.

EDEX A417P Practicum in Adapting Language Arts and Social Studies Curricula. (1) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A417) This course will provide practical observation, participation, and teaching experiences in the areas of language arts and social studies with students with exceptionalities.

EDEX A420 Introduction to Learning Disabilities. (3) (Prereq: EDEX A200 and Admission to the Professional

Program in Education or permission from the Dean; Coreq: EDEX A420P) A survey of people with learning disabilities, including historical treatment, etiology, characteristics, methods of diagnosis, and teaching individuals with learning disabilities in the least restrictive environment. (Fall only)

EDEX A420P Practicum in the Instruction of People with Learning Disabilities. (1-3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A420) Field experiences in the application of methods and materials for learning disabilities which address certification requirements.

EDEX A424 Behavior Intervention and Management. (3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A424P) This course will provide methods for planning, implementing, and evaluating appropriate and effective behavior management programs. Candidates will also learn methods for assisting students with exceptionalities in the changing of their behaviors. (Fall only)

EDEX A424P Practicum in Behavior Intervention and Management. (1) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX 424) This course will provide practical observation, participation, and teaching experiences with students with exceptionalities. Candidates will be required to plan, implement, and evaluate a behavior intervention program for students with exceptionalities. (Fall only)

EDEX A425 Methods and Materials for Teaching People with Learning Disabilities. (3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A425P) Methods and materials related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with learning disabilities, including the development of Individualized Education Programs. Meets multicategorical special education certification and learning disabilities certification requirements. (Fall only)

EDEX A425P Practicum in Teaching People with Learning Disabilities. (1-3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A425) Field experiences in the application of methods and materials for learning disabilities which address certification requirements. (Fall only)

EDEX A427 Teaching Reading in General Education and Special Education. (3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) Study of methods of reading instruction used by P-12 learners with and without disabilities. (Spring only)

EDEX A430 Characteristics of People with Emotional and/or Behavioral Disorders. (3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) A survey of people with emotional and/or behavioral disorders, including historical treatment, etiology, characteristics, methods of diagnosis, and teaching individuals with emotional and/or behavioral disorders in the least restrictive environment. (Spring only)

EDEX A435 Methods and Materials for Teaching People with Emotional and/or Behavioral Disorders. (3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A435P) Methods and procedures related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with emotional and/or behavioral disorders, including the development of Individualized Education Programs. Meets multicategorical special education certification and emotional disabilities certification requirements. (Spring only)

EDEX A435P Practicum in the Instruction of People with Emotional and/or Behavioral Disorders. (1-3) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A435) Field experiences in the application of methods and materials for people with emotional and/or behavioral disorders, including the development of Individualized Education Programs. Meets multicategorical special education certification and emotional disabilities certification requirements. This course requires 25 hours of clinical field experience for each credit awarded. (Spring only)

EDEX A440 Assistive Technology for Diverse Learners. (3) This is an introductory course intended to expose students to a variety of technologies used by and with persons with exceptionalities. Students will gain hands-on skills in designing technology-based instructional materials for students with a wide range of exceptionalities. A focus on Universal Design for Learning is at the core of this course, with a goal of providing students with the ability to adapt technology, instruction, and assessment to meet a range of student needs. Exposure to adaptive and assistive technologies, as well as state-of-the-art software and hardware, will take place during the course.

EDEX A451 Communication & Language Development. (3) (Prereq: Admission to the Professional Program or permission from the Dean) This course will explore communication and language development in students throughout the lifespan. This includes methods to teach writing (K-12) to students with disabilities. Evidence-based practices will be explored and implemented. Topics include the process approach to writing, spelling, and handwriting throughout K-12 grades. Analyzing data to make instructional-based decisions will also be practiced.

EDEX A452 Teaching Reading to Students with Disabilities. (3) (Prereq: Admission to the Professional Program or permission from the Dean) This course will explore methods to teach reading (K-12) to students with disabilities. Evidence-based practices will be explored and implemented. Topics include teaching phonics, fluency, comprehension, and vocabulary throughout K-12 grades. Analyzing data to make instructional-based decisions will also be practiced. Additionally, students will participate in a practicum to practice the skills related to planning and implementing effective instruction to diverse learners.

EDEX A453 Collaboration, Families, & Early Intervention. (3) (Prereq: Admission to the Professional Program or permission from the Dean) This course will

explore the impact of families on the diagnosis and acceptance of disabilities, as well as ways to collaborate with families. Collaboration with other professionals will also be explored including co-teaching methods. Early intervention services and ethics will be analyzed.

- EDEX A454 Teaching Math to Students with Disabilities. (3)** (Prereq: Admission to the Professional Program or permission from the Dean) This course will explore methods to teach math (K-12) to students with disabilities. Evidence-based practices will be explored and implemented. Academic content includes the following topics: numbers and operations, place value, geometry, measurement, decimals, fractions, problem solving, and skills on how to adapt these standards to teach diverse learners. Analyzing data to make instructional-based decisions will also be practiced. Additionally, students will participate in a practicum to practice the skills related to planning and implementing effective instruction to diverse learners.
- EDEX A455 Social Studies & Science Methods for Students with Disabilities. (3)** (Prereq: Admission to the Professional Program or permission from the Dean) This course will explore methods to teach science and social studies content (K-12) to students with disabilities. Evidence-based practices will be explored and analyzed to meet the needs of various learners.
- EDEX A456 Secondary Methods & Transition. (3)** (Prereq: Admission to the Professional Program or permission from the Dean) This course will explore teaching methods for middle and high school students with disabilities. Evidence-based practices will be explored, as well as transition services and writing Individualized Education Plans (IEPs). Topics include study skills, transition services, community settings, postsecondary life, IEPs, and transition plans.
- EDEX A457 Practicum in High & Low Incidence Disabilities. (6)** (Prereq: Admission to the Professional Program or permission from the Dean) Practicum observation and teaching in the public schools under the supervision of certified special education teachers and university personnel, which will include field experiences in the application of methods and materials for teaching students with high and low incidence disabilities. Experiences will be in diverse settings (e.g., co-taught inclusion, resources, and self-contained classrooms) and will prepare students for a semester-long internship.
- EDEX A472 Internship in Special Education. (12)** (Prereq: Admission to the Professional Program in Special Education and Admission to Internship in Special Education; Coreq: EDEX A476) A program observation and teaching in the public schools under the supervision of certified special education teachers and university personnel.
- EDEX A476 Senior Seminar. (3)** (Prereq: Admission to the Professional Program in Special Education and Admission to Internship in Special Education; Coreq: EDEX A472) The course is the synthesis and critical evaluation of professional studies in special education.
- EDEX A499 Special Topics in Special Education. (3)** Intensive consideration of special topics.

Foundations of Education (EDFN)

- EDFN A321 Dynamics of American Public Education. (3)** Extensive treatment of social, political, economic and philosophical influences that have shaped public education. Study of the financial, organizational, and legal aspects of education. Library assignments provide a working knowledge of professional standard references and journals.

Educational Psychology (EDPY)

- EDPY A235 Introduction to Educational Psychology. (3)** Applications of those psychological principles, theories, and data upon which effective classroom practices are based, including general methods and techniques. A variety of teaching models for classroom management will be considered with the focus on the teacher as a decision maker in planning, evaluations, and control. Emphasis on motivation, learning problems, individual differences, measurement.
- EDPY A330 Lifespan Growth and Development. (3)** An overview of general principles of life-long human growth and development, with special emphasis on the relationship of teaching and learning theories to physical, social, intellectual, and emotional development.
- EDPY A333 Introduction to Child Growth and Development. (3)** Basic course designed to familiarize the prospective teacher with the patterns of social, emotional, physical, and intellectual growth of the individual. Development of these growth patterns from the prenatal stage to the onset of adolescence.
- EDPY A334 Introduction to Adolescent Growth and Development. (3)** Basic course designed to familiarize the prospective junior and senior high school teacher with the pattern of social, emotional, physical, and intellectual growth of the individual during his/her adolescent years.

Reading and Literature (EDRD)

- EDRD A218 Children's Literature. (3)** (Prereq: Grade of C or better in ENGL A102) Reading interests of children and their curricular and developmental needs for literature are explored. The course presents basic information in the field of children's literature including authors, illustrators, and appropriate reference materials. Students who earned credit for EDRD A418 may not take EDRD A218 for credit.
- EDRD A318 Foundations in Reading and Assessment in the Middle and High School. (3)** This course will provide an overview of the theoretical and evidence-based foundations of reading in middle level and secondary education. Major theoretical perspectives of cognitive, linguistic, motivational, and sociocultural foundations of reading and writing will be examined. Additional study of formal and informal assessment instruments and strategies and their application in measuring and monitoring student learning will occur. Seminars and group

discussions are held. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.

EDRD A421 Assessment of Reading in Elementary Education. (3) (Prereq: EDRD A318 and Admission to Professional Program in Education or permission from the Dean; Coreq: Senior Block) Clinical and classroom aspects of teaching students with reading difficulties are explored with emphasis on assessment, instructional materials, and teaching techniques. This course includes a practicum that will allow candidates to implement instructional strategies. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.

EDRD A422 Instructional Practices in Elementary School Literacy and Creative Arts. (3) (Prereq: Admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block) This course will focus on instructional strategies for elementary school literacy and the integration of the creative arts. This course will provide pre-service teachers with the foundational knowledge, instructional practices, approaches, methods, and materials to create an environment focused on the literary creative arts. This course includes a practicum that will allow candidates to implement instructional strategies. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.

EDRD A423 Content Area Reading and Writing in the Elementary School. (3) (Prereq: EDRD A430 and Admission to Professional Program in Education or special permission from the Dean; Coreq: Senior Block) This course will focus on the study of foundational knowledge of content area literacy. This course will also provide pre-service teachers with the necessary strategies and materials that facilitate K-6 students' reading and writing skills in the content areas. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.

EDRD A430 Foundations in Reading in Elementary and Special Education. (3) (Prereq: EDRD A218 and Admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block) This course will provide an overview of the theoretical and evidence-based foundations of reading in elementary and special education. Major theoretical perspectives of cognitive, linguistic, motivational and sociocultural foundations of reading and writing will be examined. This course provides supervised classroom and clinical experience in teaching developmental reading. Seminars and group discussions are held. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.

EDRD A485 Adolescent Literature. (3) [=ENGL A485]A study of materials intended for young adults (13-19) with emphasis on the process of evaluating these materials to meet the educational, cultural and recreational needs of young adults. The characterization of adolescents in literature and the historical development of the writing of literary works for adolescents are examined. (Spring, odd years)

EDRD A518 Content Area Reading and Writing in the Middle and High School. (3) This course focuses on the study of foundational knowledge of content area literacy. This course also provides pre-service teachers with the necessary strategies

and materials that facilitate Middle Level and Secondary students' skills in the content areas. This course aligns with Read to Succeed Legislation requirements for pre-service teachers. (Spring only)

EDRD A520 Literacy Instruction for the Early Grades. (4) (Prereq: EDRD A218 and Admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block) This course will focus on the study of the various approaches to literacy instruction and the place of literacy in the curriculum. A supervised classroom and clinical experiences in teaching literacy in the early grades is required.

EDRD A521 Literacy Assessment in the Early Grades. (3) (Prereq: EDRD 520 and Admission to Professional Program in Education or permission from the Dean; Coreq: Senior Block) A case study analysis of a student's reading ability will provide the context for this exploration of methods to support struggling readers.

EDRD A522 Foundations in Reading in Early Childhood. (3). (Prereq: Admission to the Professional Program) This course will provide an overview of the theoretical and evidence-based foundations of reading in early childhood. Major theoretical perspectives of cognitive, linguistic, motivational and sociocultural foundations of reading and writing will be examined. A wide range of texts from a variety of sources will be explored. An examination of adult learning theories will also be explored. This course will include a practicum which provides an opportunity to implement reading and writing in a classroom of the emergence of the public middle and high schools. Candidates will study the psychological, intellectual, and assessment techniques in clinical settings in either the middle or high school classroom. (Spring only)

EDRD A523 Content Area Reading and Writing in Early Education. (3) (Prereq: Admission to the Professional Program) In addition to examining the integration of reading and writing across the curriculum, this course will examine the influence of diversity by understanding reading and writing in various contexts. Sharing reading information with families will also be explored. This course includes a practicum which allows candidates to implement best practices in classrooms.

EDRD A524 Instructional Practices in Reading in Early Childhood. (4) (Prereq: Admission to the Professional Program) This course will explore the instructional strategies which can be used to effectively design a balanced curriculum. This course will emphasize reading-writing connections. Language will be discussed from a developmental perspective including oral language, vocabulary development and fluency. This course includes a practicum which will allow candidates to implement instructional strategies.

EDRD A525 Assessment of Reading in Early Childhood. (3) (Prereq: Admission to the Professional Program) This course will examine various types of assessment which will determine students' strengths and areas for further instruction. This course includes a practicum in which candidates work with young children to assess their reading, interpret the data and select appropriate instructional strategies

and materials for students based on data.

Secondary Education (EDSE)

EDSE A311 Introduction to Adolescent Education. (2) (Prereq: Second Semester Freshman Status) A historical overview of learning experiences, materials, and equipment. Seminars and group discussions included. Candidates will complete a minimum of 40 hours in the middle or high school classroom. Also open to degreed students seeking certification. (Fall only)

EDSE A312 Teaching Diverse Populations in the Middle and High School. (3). This course promotes best practices in teaching diverse populations of students in the middle and high school. Emphasis is on such dimensions of diversity as (1) individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socioeconomic background). Assessing students' diverse needs and the implications for teaching and learning are explored. (Fall only)

EDSE A446 Classroom Management and Assessment in the Middle and High School. (4) (Prereq: Admission to the Professional Program in Education or permission from the Dean). Study of classroom management strategies for middle and high school classrooms including grouping, grading, behavior management, and organization of the students, space, time, and materials for effective learning to take place. Additional study of formal and information assessment instruments and strategies and their application in measuring and monitoring student learning will occur. Candidates will participate in supervised observation and application of classroom management

EDSE A447 Methods of Teaching English/Language Arts in the Middle and High School. (4) (Prereq: Admission to the Professional Program in Education or permission from the Dean) Materials and methods of teaching English language arts in grades 5-12. Candidates are required to work with a master teacher in either the middle or high school for selected activities. Supervised clinical experiences in a middle or high school English or Language Arts classroom. Observation and participation is required with a focus on English/Language Arts learning experiences, materials, and equipment. Seminars and group discussions included. Candidates will complete a minimum of 40 hours in the middle or high school classroom. Also open to degreed students seeking teacher certification. (Fall only)

EDSE A449 Methods of Teaching Social Studies in the Middle and High School. (4) (Prereq: Admission to the Professional Program in Education or permission from the Dean) Materials and methods of teaching history and social studies in grades 5-12. Candidates are required to work with a master teacher in either the middle school or high school for selected activities. Supervised clinical experience in a middle or high school social studies classroom. Observation and participation

is required with a focus on social studies learning experiences, materials, and equipment. Seminars and group discussions included. Candidates will complete a minimum of 40 hours in the middle or high school classroom. Also open to degreed students seeking certification. (Fall only)

EDSE A450 Methods of Teaching Mathematics in the Middle and High School (4) (Prereq: Admission to the Professional Program in Education or permission from the Dean. Materials and methods of teaching mathematics in grades 5-12. Candidates are required to work with a master teacher in either the middle or high school for selected activities. Supervised clinical experience in a middle or high school mathematics classroom. Observation and participation is required with a focus on mathematical learning experiences, materials, and equipment.

EDSE A453 Methods of Teaching Science in the Middle and High School. (4) (Prereq: Admission to the Professional Program in Education or permission from the Dean. Materials and methods of teaching science in grades 5-12. Candidates are required to work with a master teacher in either the middle school or high school for selected activities. Supervised clinical experience in a middle or high school science classroom. Observation and participation are required with a focus on science learning experiences. Seminars and group discussions included. Candidates will complete a minimum of 40 hours in the middle or high school classroom. Also open for degreed students seeking certification. (Fall only)

EDSE A471 Internship in the Middle or High School. (12) (Prereq: Admission to both the Professional Program in Education and Internship; Coreq: EDSE A476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.

EDSE A476 Senior Seminar. (3) (Coreq: EDSE A471) The synthesis and critical evaluation of professional studies in the middle and high school.

Curriculum and Instruction (EDUC)

EDUC A110 Introduction to Careers in Education. (2) A survey of careers in education, utilizing field experiences, field trips, seminars, and reading assignments to focus on personal and professional development.

EDUC A110L Introduction to Careers: Clinical Experience. (1) Supervised clinical experience focusing on observation and analysis of classroom settings. (Teacher Cadets only, may substitute EDUC A110L for EDUC A210.)

EDUC A210 Observation & Analysis in the Clinical Setting. (1) (Prereq: Second Semester Freshman Status) The observation and analysis of methods and techniques used in classroom management. It is recommended that candidates take this course as second-semester freshman. Students who earned credit for EDUC A110L may not take EDUC A210 for credit.

- EDUC A245 Technology Integration for Teaching and Learning. (2)** A laboratory course in the study and construction of modern classroom materials. Emphasis will be placed upon practical survey of media and materials that facilitate the teaching-learning process and classroom application of technology.
- EDUC A300 Mathematics for Instructional Purposes for Early Childhood and Elementary Teachers. (3)** (Prereq: Grade of C or better in MATH A108 or by special permission from the Dean.) Provide mathematics content for early childhood and elementary teachers based on Pre-K through Grade 6 Mathematics Curriculum Standards. Content will be explored through the use of research-based instructional strategies appropriate for young children, modeling methods considered best practices. Mathematics content will be discussed from a developmental perspective.
- EDUC A399 Independent Study. (1-3)** (Prereq: permission of instructor)
- EDUC A455 The Middle School Curriculum and Organization. (3)** (Prereq: admission to the Professional Program in Education or permission from the Dean) Study of the middle school program, including history, purposes, organization, curriculum, evaluation, and characteristics of middle school children. (Spring only)
- EDUC A599 Special Studies in Education. (1-12)** Intensive consideration of special topics for independent study or alternative internship.

Health, Physical Education and Recreation (HPED)

- HPED A231 Personal and Community Health. (3)** A course incorporating the principles of personal hygiene, including the physiological systems of the body with emphasis on first aid, safety, sanitation, and communicable and non-communicable diseases.
- HPED A312 Foundations of Coaching. (3)** The philosophical bases, leadership theory, administrative practice, and organizational problems of competitive athletics.
- HPED A409 Independent Study in Health, Physical Education or Recreation. (3)** Independent research in one of the three indicated areas under the direction of appropriate faculty.
- HPED A599 Selected Topics. (3)** An in-depth study of current topics drawn from the literature or from practice. (Offered by student demand)

School of Nursing

Dr. Thayer McGahee, RN,
Dean of the School of Nursing

Mission Statement

The School of Nursing endeavors to prepare students with the knowledge and skills necessary for success in a rapidly changing society. The School of Nursing contributes to the profession of nursing and to the development of students through the following goals: provision of quality nursing-education that prepares graduates with the nursing knowledge and competencies necessary to 1) assume responsible positions in the delivery of health care and 2) utilize evidence-based knowledge in the discipline of nursing.

Curricula

The School of Nursing offers a four-year program leading to the Bachelor of Science in Nursing (BSN) degree. In addition, the School of Nursing offers a Bachelor of Science in Nursing Completion track. This program is approved by the South Carolina State Board of Nursing. The baccalaureate program at the University of South Carolina Aiken School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

The nursing curriculum provides a required sequence of courses in nursing as well as required courses in the behavioral, biological, and physical sciences and communications. Learning experiences occur in a variety of settings, including the classroom, science laboratories, nursing skills laboratories, and area health care facilities.

Courses in the BSN completion track build upon the student's basic nursing program in preparation for practice in a variety of clinical settings.

Technological Literacy in Nursing

The School of Nursing requires that all entering students be computer literate. Students must check and respond to emails on a daily basis and be able to work online to accomplish individual and group assignments. They are also required to take standardized tests online each semester. Specific training will be provided for students who have clinical assignments in hospitals that require online documentation.

Professor

Thayer McGahee (Health Care Across the Life Span),
Ph.D., RN, Medical College of Georgia
Ione Wells Hanly/Bank of America Chair in Nursing

Associate Professors

Joyce Pompey (Adult Nursing),
D.N.P., APRN, University of South Carolina
Nancy Stark (Adult Health),
D.N.P., RN, NEA-BC, Medical College of Georgia

Assistant Professors

Betty Abraham-Settles (Nursing Administration),
D.N.P., RN, Duquesne University

Katie A. Chargualaf (Medical-Surgical Nursing),
Ph.D., RN, University of Hawaii at Manoa
Mary Gaffney (Child Health Nursing),
Ed.D., RN, Walden University
Robyn Havens (Community Health Nursing),
Ph.D., RN, Augusta University
Kay Lawrence (Nursing Science),
Ph.D., RN, University of South Carolina

Senior Instructor

Lisa Simmons (Child Health Nursing),
M.S.N., RN, University of Alabama

Instructors

Ashley Brittain (Community Health Nursing),
M.S.N., RN, Walden University
Susan Fowley (Medical-Surgical Nursing),
M.S.N., RN, Medical College of Georgia
Delia Frederick (Cultural Nursing),
Ph.D., RN, University of North Carolina at Greensboro
Heather Jennings (Adult-Child Health Nursing),
M.S.N., NP-C, APRN, Medical College of Georgia
Katy Mooney (Psychiatric/Mental Health Nursing),
M.S.N., RN, Liberty University
Hannah Mottel (Critical Care, Adult Health),
D.N.P., RN, Walden University
Carolyn B. Sue-Ling (Gerontological Nursing),
Ph.D., RN, The Catholic University of America
Tomeika Wimbush (Women's Health),
D.N.P., RN, Chamberlin University

Distinguished Professors Emeriti

Patricia R. Cook (Adult Nursing),
Ph.D., RN, University of South Carolina
Lou Gramling (Psychiatric Nursing),
Ph.D., RN, Medical College of Georgia
Trudy G. Groves (Gerontological Nursing),
Ed.D., RN, GNPC, University of Georgia
Linda Johnston (Adult Nursing),
Ph.D., RN, Medical College of Georgia

Professors Emeriti

L. Julia Ball (Gerontological Nursing),
Ph.D., RN, University of South Carolina/Medical University of South Carolina
Maureen Bravo (Maternal-Child Nursing),
D.N.P., RN, CPNP, Medical College of Georgia

Sandra J. Chubon (Community Health),
Ph.D., RN, University of South Carolina

Janice Cullen (Adult Nursing),
Ed.D., RN, University of South Carolina

Maggie T. Dorsey (Adult Nursing),
Ed.D., RN, Georgia Southern University

Phyllis R. Farr-Weinstein (Adult Nursing),
M.S.N., RN, ANP, Medical College of Georgia

Parivash S. Mura (Maternal-Child),
M.S.N., RN, Medical College of Georgia

BSN Program

The School of Nursing offers the Bachelor of Science in Nursing. This program is approved by the South Carolina State Board of Nursing. The baccalaureate program at the University of South Carolina Aiken School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. The graduate of this program is prepared to practice professional nursing in a variety of settings and has the necessary background for graduate nursing education. For registered nurses desiring to complete the baccalaureate degree, the School of Nursing offers an upper-level curriculum designed to meet the learning needs of graduates of Associate Degree or Diploma Programs in Nursing.

The BSN curriculum at USC Aiken is congruent with the Essentials of Baccalaureate Education as specified by the American Association of Colleges of Nursing (2009).

A graduate of the BSN Program at USC Aiken:

1. Integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these through the professional nursing curriculum.
2. Demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care, in order to facilitate quality improvement in healthcare and ensure patient safety.
3. Provides evidence-based professional nursing care derived from theory and research.
4. Demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.
5. Applies knowledge of financial and regulatory health care policies in professional nursing practice.
6. Communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.
7. Applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.
8. Functions as a competent member of a profession demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.
9. Provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals,

Philosophy

The Baccalaureate Degree in Nursing Program views nursing as an art and science with a diverse theoretical base that is a vital component of health care. The scientific base of nursing expands as theories are advanced, developed from practice, tested in practice-based research, and further refined for practice in a variety of settings. Because the knowledge base for nursing is continually advancing and health care is evolving, nurses must be prepared for change. The body of knowledge called nursing is unique; however, it is based in part on knowledge gleaned from the humanities, social, behavioral, and physical sciences.

Nursing practice includes the delivery of care to individuals, families, groups, and communities in a variety of settings and the promotion of health and wellness. Nursing care is holistically based and sensitive to the diversity of the clients served and their values.

As members of a profession, nurses function as participants in the health care team in an evolving health care system. Nurses have a responsibility to be knowledgeable and active in political and regulatory processes that impact the definition and implementation of nursing care. Commitment to life-long learning is necessary to maintain competence within the nursing profession.

Auditing Nursing Courses

Nursing courses may not be audited without permission of the Dean, School of Nursing.

BSN Generic Track

Admission Requirements

General Admission

Admission to the University of South Carolina Aiken is determined by standard admission requirements. Incoming first year students wishing to pursue a nursing degree must have a predicted GPA of 3.0 or above.

Admission to Professional Nursing Courses

Students in the pre-nursing major may apply for admission no later than October 1st to begin the professional nursing course sequence in the spring semester or March 1st to begin the professional nursing course sequence in the fall semester. Enrollment is limited. The following criteria are used for admission to the professional nursing course sequence through a competitive selection process:

- GPA of 3.0 or higher in core non-nursing courses required for the BSN degree,
- no more than one science course with a grade below C*,
- completion of 30 designated prerequisite credits in required general education courses prior to the term in which the application is submitted with a grade of 'C' or better in all required courses (contact the School of Nursing office or the website for a list of courses),
- two academic references from professors in core courses.
- completion of the ATI TEAS® Exam.

Admission to the pre-nursing major does not guarantee admission to professional nursing courses. Admission to professional courses is a competitive process and meeting of minimum admission criteria does not guarantee admission to the nursing courses. Students who are not accepted in the nursing courses must submit a new application for the next admit date and must compete with the new admission cohort.

Transfer students, change of major students, students with undergraduate degrees, and students returning to the University after an absence of at least 12 months who do not have a core GPA of

3.0 may be considered for admission to the professional nursing courses after meeting the following criterion:

- Successful completion of at least 16 hours in a maximum of two consecutive semesters with a 3.5 GPA in USC Aiken courses. A student may apply using this criterion one time only.

To meet this requirement, it is strongly recommended that students enroll in course work that is degree applicable. To meet this requirement, students must enroll in at least one required lab science, and the coursework taken to meet this criterion must be approved by the nursing advisor or the Dean of the School of Nursing prior to registration.

A suggested course of study is available through the student's advisor. Any student who has not achieved a 3.0 GPA in the core curriculum with 45 attempted semester hours at USC Aiken will not be allowed to remain a pre-nursing major and will be required to change majors.

Courses designated as professional nursing courses are limited to candidates who have been formally accepted into the USC Aiken nursing program.

* If a student has lower than a C in two required science courses, admission to the School of Nursing will be denied. An appeal process to the School of Nursing Admission, Progression, and Graduation (APG) Committee is in place.

Advanced Placement

1. General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.
2. The BSN program offers theoretical and practical challenge exams for entering LPN/LVNs (NURS A201). If the student meets the expected testing level, advanced placement will be granted. A student desiring to challenge NURS A201 must complete all components of the challenge examinations by the last day of class for the semester prior to entry.

Progression and Retention

Students enrolled in the BSN major must abide by the following:

1. A grade of "C+" or better is required in all nursing courses.
2. Any time that nursing students incur a second "C" or lower in the same nursing course in the major requirement, they will be dismissed from the School of Nursing. Any time that nursing students incur two "Cs" or lower in different nursing courses of the major requirement, they will be dismissed from the School of Nursing.
3. Grade forgiveness may be requested for one nursing course only. (This does not negate stipulations in #2. Grade forgiveness will affect GPA only).
4. Any nursing course in which the student does not reach the standard required to pass in the major requirements must be retaken at the USC Aiken School of Nursing.
5. A grade of 'C' or better in any non-nursing prerequisites to other courses is required before progression to the next course.
6. A system cumulative GPA of 2.0 must be maintained for continued enrollment in the baccalaureate program.
7. NURS A421 is required during the last semester of degree work.
8. Students must complete all nursing courses in three and a half calendar years after acceptance into the professional courses.

9. A nursing major in good standing may have a one-semester absence from clinical/lab courses for any reason. In the interest of patient safety, following an absence from clinical/lab courses for more than one semester, regardless of reason, the returning student must demonstrate readiness to resume studies by meeting these requirements immediately prior to the re-entry semester: 1) challenge examination(s) from the most recent, successfully completed clinical/lab courses; 2) pharmacology test from the most recent, successfully completed clinical/lab courses; 3) critical clinical skills demonstration; 4) head-to-toe assessment; and 5) medication calculation proficiency test from the most recent, successfully completed level.

If the student is unsuccessful in meeting these requirements, the student will need to repeat the most recent, successfully completed clinical courses before moving forward in the program.

10. A student is allowed a maximum of three (3) withdrawals from nursing courses.
11. A student may enroll in a single nursing course a maximum of two (2) times.
12. If a student drops all courses in the first semester of the nursing program, that student must meet with the faculty mentor and academic advisor and will be required to reapply to the School of Nursing understanding that readmission is not a guarantee.

Student records will be monitored for suspensions at the end of each semester by nursing faculty. Students will be notified of suspension from the BSN program.

Testing

Throughout the curriculum, standardized achievement tests are used to assess students' progress in specific nursing content. Based on the results of these tests, students will be required to remediate course content. The remediation work must be satisfactorily completed by the last day the class meets. Incomplete remediation will result in course failure and a grade no higher than a "C". A testing fee will be charged to students each semester to cover the cost of these tests.

Transfer Credit

A Transfer Credit Summary will be prepared by the Office of the Registrar after receipt of a student's official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
2. Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses that are more than five years old cannot be applied toward the BSN degree. Following an absence of more than one semester for any reason from clinical/lab courses, the transfer student must pass a validation of competencies prior to credit being accepted for transfer courses. This validation will include 1) a challenge examination for the most recent clinical course(s), 2) a level medication test, 3) a dosage calculation test, and 4) a clinical skills competency check-off. Failure to pass all four tests the first time will result in the student having to repeat the last semester's clinical courses. The courses must meet the University requirements for transfer credits. The last 25% of credit must be earned in residence at USC Aiken.
3. The School of Nursing of USC Aiken abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina.
4. If a student submits an application and meets the requirements for admission into the BSN Program at USC Aiken

but has failed out of a BSN or ADN program elsewhere, that student must petition the APG Committee of the School of Nursing to be considered for admission into the program.

Health Requirements

Students are required to meet health requirements of the University. When students enter the clinical nursing course sequence, they are required to:

1. provide evidence of a recent physical examination prior to attending clinical courses. Information must be updated annually.
2. provide evidence of annual tuberculosis screening.
3. provide evidence of immunity to specific diseases as required by affiliating clinical agencies. Further information may be obtained from the School of Nursing Office and the current edition of the *BSN Student Handbook*.

Students are encouraged to carry accident and illness insurance.

CPR Completion

All students enrolled in nursing courses are required to maintain current certification in cardiopulmonary resuscitation (adult, child, and infant CPR, conscious obstructed airway, and unconscious obstructed airway). Certification must be obtained from an American Heart Association provider.

Drug Policy

The School of Nursing maintains a drug free environment. Details on the drug policy can be found in the *School of Nursing BSN Student Handbook*. Drug screening will be required.

Criminal Background Check

A criminal background check will be required.

South Carolina Student Nurses Association

Faculty of the Baccalaureate Degree Program strongly encourage each student to join the South Carolina Student Nurses Association (SCSNA). The SCSNA is the professional student organization and provides participation in health-related activities on campus and in the community.

Application for Licensure in Nursing

Prior to completion of the last semester of study, students are expected to apply for the nursing licensing examination, NCLEX-RN, and apply for licensure to the South Carolina State Board of Nursing or other Board of Nursing in the jurisdiction where the student will be employed after graduation. Conviction of a crime other than a minor traffic violation could result in ineligibility for nursing licensure. Under these circumstances, early notification of the appropriate state board of nursing is recommended in order to clarify mechanisms related to determining eligibility.

Attendance Policy

Classroom attendance is expected. Attendance in clinical is required to pass the course. In the event of an unavoidable absence, the student must give prior notification to the clinical professor. An arrangement for missed/excused work is made at the discretion of the course coordinator.

Americans with Disabilities Act

Specific information related to the ADA can be found in the *School of Nursing BSN Student Handbook*.

Student Release Form

Students are required to sign a Student Release Form. This form includes the following statements:

I hereby release the School of Nursing and the University of South Carolina Aiken from responsibility for any injury or ill-

ness to me (and if pregnant, my unborn baby) while attending hospital or other clinicals. I understand that risks do exist for me (and if pregnant, my unborn baby) while practicing nursing in the hospital setting and I do assume any and all risks involved.

More information on this statement can be found in the *School of Nursing BSN Student Handbook*.

Ability Statement

Students entering the BSN Program will be required to perform certain skills requiring specific abilities. See the *School of Nursing BSN Student Handbook* for a listing of these abilities.

Resource Information

Information regarding tuition and fees is available at the USC Aiken Web site at <https://www.usca.edu/admissions/affordability> and the length of the nursing program is available at the USC Aiken School of Nursing Web site at <https://www.usca.edu/nursing>.

Bachelor of Science in Nursing

Generic Track*

1. General Education Requirements..... 55

A. Knowledge of Human Cultures and the Physical and Natural World 37

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 16
Anatomy & Physiology I and II (BIOL A243 and A244), Microbiology (BIOL A250 or BIOL A330), and Chemistry (CHEM A101 or CHEM A111)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences 9
Introductory Psychology, Developmental Psychology, and either Introductory Sociology ¹ or Anthropology A102, Understanding Other Cultures
4. Humanities (at least two areas)²..... 9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
2. Oral Communication..... 3
(COMM A201, COMM A241)
3. Math A108 or higher and Statistics..... 6
Students should take math in their first year of enrollment

at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201 or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements 69

NURS A201	5
NURS A202	3
NURS A301	3
NURS A307	3
NURS A309	5
NURS A310	5
NURS A312	3
NURS A315	5
NURS A322	5
NURS A323	5
NURS A324	5
NURS A413	3
NURS A414	3
NURS A417	3
NURS A418	3
NURS A419	3
NURS A421	3
NURS A425	4

Total hours required 124

¹ A higher level Sociology course may be accepted with approval from the Dean of the School of Nursing.

² For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

* The Program of Study and the Bulletin used for the BSN major is determined by the date of enrollment into the BSN program.

BSN Completion Track

Admissions Requirements

1. Admission to USC Aiken;
2. Associate of Science degree in nursing or diploma in nursing;
3. Completion of designated 37 hours of core non-nursing courses required for the BSN degree (contact the School of Nursing office or the website for a list of courses).
4. Current licensure to practice as a registered nurse;
5. Cumulative GPA of 2.5 or better
6. No more than one required science course (not including those required in licensure program) with a grade below C

All requirements must be met before admission to the BSN major will be granted.

Transfer Credit

Transfer students must have a cumulative GPA of 2.5 or better. A Transfer Credit Summary will be prepared by the Office of Admissions after receipt of a student's official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
2. Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses that are more than five years old cannot be applied toward the BSN degree. The courses must meet the University requirements for transfer credits.
3. The School of Nursing of USC Aiken abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina.
4. If a student submits a nursing application and meets the requirements for admission into the BSN Program at USC Aiken but has failed out of a BSN program elsewhere, that student must petition the APG Committee of the School of Nursing to be considered for admission into the program.
5. The School of Nursing will accept a baccalaureate or master's degree as satisfying all USC Aiken general education requirements for students who apply to the RN to BSN track. This does not preclude satisfactory completion of the nursing program's requirement of 37 hours of core prerequisites. This also does not preclude satisfactory completion of ICE credits and the Writing Proficiency Portfolio.

Advanced Placement

1. General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.

Progression and Retention

Students enrolled in the BSN Nursing major must abide by the following:

1. A grade of "C+" or better is required in all nursing courses.
2. Any time that nursing students incur a second "C" or lower in the same nursing course in the major requirement, they will be dismissed from the School of Nursing. Any time that nursing students incur two "Cs" or lower in different nursing courses of the major requirement, they will be dismissed from the School of Nursing.
3. A grade of "C" or better in any non-nursing prerequisites

to other courses is required before progression to the next course.

4. A system cumulative GPA of 2.0 must be maintained for continued enrollment in the baccalaureate program.
5. NURS A450 and NURS A460 are required to be taken at the end of the program of study.
6. Students must complete all nursing courses in three calendar years after beginning the program.

Student records will be monitored for suspensions at the end of each semester by nursing faculty. Students will be notified of suspension from the BSN program.

Clinical Placement Responsibilities

RN-BSN Completion students are responsible for locating their clinical sites, identifying clinical preceptors, and notifying the clinical course coordinator at least nine weeks prior to beginning A460. The clinical course coordinator will approve the chosen site and facilitate the clinical contract between USC Aiken and the health care facility if a contract is not already on file at the School of Nursing. The course coordinator will also approve the choice of preceptor according to the rules and regulations of the SC State Board for Nursing. Clinicals will not begin until the course coordinator has approved the preceptor and the appropriate semester begins.

Americans with Disabilities Act

Specific information related to the ADA can be found in the *School of Nursing BSN Student Handbook*.

Graduation

University guidelines for graduation in effect at the time of admission to the BSN major will be followed. Students must complete credit hours as follows:

Bachelor of Science in Nursing

BSN Completion Track*

1. General Education Requirements 55

A. Knowledge of Human Cultures and the Physical and Natural World 37

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 16
Anatomy and Physiology I and II (BIOL A243 and A244), Microbiology (BIOL A250 or BIOL A330), and Chemistry (CHEM A101 or CHEM A103 or CHEM A111)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences 9
Introductory Psychology, Developmental Psychology, and either Introductory Sociology¹ or Anthropology 102, Understanding Other Cultures
4. Humanities (at least two areas)² 9
Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

2. Oral Communication 3

(COMM A201, COMM A241)

3. Math A108 or higher and Statistics 6

MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3

(POLI A201, HIST A201 or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. Major Requirements 65

A. Associate Degree or Diploma in Nursing

Basic nursing education must include content in the following areas: Fundamentals of Nursing, Maternal-Child Nursing, Medical-Surgical Nursing and Psychiatric Nursing. 34

B. Baccalaureate Level Courses 31

NURS A350, A360, A370, A380, A420, A430, A440, A450, A460

Total hours required 120

¹ A higher level Sociology course may be accepted with approval from the Dean of the School of Nursing.

² For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

* The Program of Study and the Bulletin used for the BSN major is determined by the date of enrollment into the BSN program.

All nursing courses for the RN to BSN Completion Track are available online.

Student Responsibilities

1. Students are encouraged to carry accident and illness and malpractice insurance.
2. Students must submit background check and drug screening, and evidence of current CPR Certification as required by the School of Nursing. See RN to BSN Handbook for details.
3. Students must provide evidence of current licensure in the state in which they will do their practicum.
4. Students must provide evidence of all requirements deemed necessary by the clinical facility in which the practicum will take place (i.e. immunizations, TB test, etc.) prior to NURS A460.

Course Descriptions

Nursing (NURS)

- NURS A201 Introduction to Nursing Practice. (5)** (Prereq: Admission to the professional program; Prereq. or Coreq: NURS A307) This course will introduce the nursing student to the theory and practice related to the application of concepts and skills in providing nursing care. (three hour lecture, six hours lab/ week)
- NURS A202 Theoretical Foundations of Nursing Practice. (3)** (Prereq: Admission to the professional program and a grade of C or better in BIOL A330 or BIOL A250) Theories and concepts that provide the foundation for nursing practice are presented with an emphasis on the health/illness continuum and health promotion. Theories of human development and the concept of health and the nursing process will be integrated to prepare the nurse to work with individuals, families, groups, and communities.
- NURS A301 Pharmacology. (3)** (Prereq: NURS A312, NURS A201, and NURS A307) The study of the pharmacodynamics and pharmacokinetics of medications with emphasis on nursing implications for patient care.
- NURS A307 Health Assessment. (3)** (Prereq: BIOL A232, BIOL A242, admission to Baccalaureate in Nursing clinical courses) Introduces the student to a foundation in assessing the physical and psychosocial health status of individuals across the lifespan; assessment skills and selected screening procedures will be applied in a client-simulated lab. (2.5 hours lecture/1.5 hours lab/ per week)
- NURS A309 Adult Health Nursing I. (5)** (Prereq: NURS A201, NURS A202, NURS A307, NURS A312; Pre or Coreq: NURS A301) Through the use of the nursing process, students focus on specific interventions in the care of adult clients experiencing alterations in function. (three lecture hours/six lab hours/per week)
- NURS A310 Adult Health Nursing II. (5)** (Prereq: NURS A301, A309, A323) Continuation of Adult Health Nursing I. Through the use of the nursing process, students focus on specific interventions in the care of adult clients experiencing alterations in function. (three lecture hours/six lab hours/per week)
- NURS A312 Pathophysiology. (3)** (Prereq: BIOL A232, BIOL A242, BIOL A330 or BIOL A250, admission to Baccalaureate in Nursing clinical courses) Focuses on the pathological bases of disease processes and

clinical manifestations of selected diseases.

- NURS A315 Community Health Nursing. (5)** (Prereq: NURS A312, NURS A322; Prereq. or Coreq: NURS A324) Concepts of community health nursing are presented and applied in clinical settings with emphasis on the community and the family as clients. Communicable disease control, principles of epidemiology, health promotion practices, family theories, and public health issues are addressed. (three hours lecture/ six hours lab/ per week)
- NURS A322 Psychiatric Nursing. (5)** (Prereq: NURS A301, A309, A323) Through the use of the nursing process, students utilize a model of psychodynamics in the restoration, maintenance, and promotion of mental health. Therapeutic communication is included with appropriate clinical experiences. (three hours lecture/ six hours lab/ per week)
- NURS A323 Women's Health Through the Lifespan. (5)** (Prereq: NURS A201, NURS A307, NURS A312, NURS A202) Students focus on women's health issues from puberty through premenopause. Through the use of the nursing process, students learn to individualize family-centered women's health care, with clinical experiences providing the opportunity to apply these principles. (three hours lecture/ six hours lab/ per week)
- NURS A324 Child Health Nursing. (5)** (Prereq or Coreq: NURS A301 Prereq: NURS A310, NURS A322, NURS A323; Co-req: NURS A315) Students use the nursing process to provide family-centered care to the pediatric client and the family. (3 hours lecture/ 6 hours lab/ per week)
- NURS A350 Professional Nursing. (3)** (Prereq: RN Licensure and admission to Baccalaureate in Nursing clinical courses) The development of nursing as a professional discipline and science and related issues; introduction to nursing theories, processes, and practice roles.
- NURS A360 Health Assessment for RN's. (3)** (Prereq: BIOL A243, BIOL A244, admission to RN to BSN track; Prereq or coreq: NURS A370) Provides the student a foundation in assessing the physical and psychosocial health status of individuals across the lifespan. Students' assessment skills and selected screening procedures will be evaluated by faculty.
- NURS A370 Pathophysiology for RN's. (3)** (Prereq: BIOL A243, BIOL A244, BIOL A250; CHEM A101 or CHEM A103 or CHEM A111; admission to RN to BSN track) Focuses on the pathological bases of disease processes and clinical manifestations of selected diseases.
- NURS A380 Ethical-Legal Issues in Nursing for RN's. (3)** (Prereq: completion of NURS A350) This course emphasizes the principles and concepts of ethical theory and the legal basis for nursing practice. Ethical issues affecting nursing practice are examined to provide a basis for student to form intelligent, unbiased, and ethical decisions. The legal responsibilities of nursing practices are identified and discussed particularly as they relate to ethical dilemmas and safe nursing practice.
- NURS A398 Special Topics. (1-3)** (Prereq: Consent of instructor) An elective course on selected topics in nursing.
- NURS A413 Nursing Research. (3)** (Prereq: NURS A309 or departmental permission and one of the following: PSYC A325, STAT A201, or BADM A296) The

course provides an introduction to analytical and critical thinking, scientific concepts, methods and decisions, ethical and legal concerns, and research techniques essential to the research process. Emphasis is placed on the student as a consumer of nursing research.

- NURS A414 Ethical-Legal Issues in Nursing. (3)** (Prereq: NURS A310 or departmental permission) This course emphasizes the principles and concepts of ethical theory and the legal basis for nursing practice. Ethical issues affecting nursing practice are examined to provide a basis for students to form intelligent, unbiased, ethical decisions. The legal responsibilities of nursing practice are identified and discussed particularly as they relate to ethical dilemmas and safe nursing practice.
- NURS A417 Gerontological Nursing. (3)** (Prereq: NURS A309 or departmental permission and one of the following: PSYC A325, STAT A201, or BADM A296) Theories of human development and the achievement and maintenance of healthy lifestyles of elders are explored.
- NURS A418 Entry into Practice. (3)** (Prereq: NURS A315, NURS A324, NURS A414; Co-req: NURS A421; Prereq. or Co-req: NURS A419) Synthesis and critical evaluation of issues related to entry into professional nursing practice. Structured review of clinical nursing course content with emphasis on critical thinking and problem-solving in the nursing profession.
- NURS A419 Synthesis of Nursing Care for Clients with Complex Health Problems. (3)** (Prereq: completion of all nursing courses except NURS A418, NURS A421, NURS A425; Coreq: NURS A418, NURS A421, NURS A425) Students in this senior-level course synthesize and apply strategies for health promotion, risk reduction, disease prevention, and care of acutely ill clients with complex health care needs.
- NURS A420 Care of the Client with Complex Health Needs. (3)** (Prereq: RN Licensure, NURS A360, NURS A350, NURS A370) In this course students synthesize knowledge from all previous courses as they learn the concepts of caring for both clients with complex health needs and clients requiring specialized healthcare facilities or intensive care.
- NURS A421 Leadership and Management in Nursing. (3)** (Prereq: Successful completion of Writing Proficiency Portfolio; completion of 14 out of 16 ICE requirements; completion of all nursing courses except NURS A418, NURS A419, NURS A425; Coreq: NURS A418, NURS A419, NURS A425) Leadership and management concepts and principles for professional nursing practice. Emphasis on knowledge and skills that impact effective leadership and management roles.
- NURS A425 Senior Clinical Practicum. (4)** (Prereq: completion of NURS A315, NURS A324, NURS A414; Coreq: NURS A418, NURS A419, NURS A421; must be taken in last semester of program) NURS A425 is a clinical practicum course that focuses on the application of the nursing process for diverse clients with complex health needs. Emphasis is on collaboration with the interdisciplinary team to facilitate management of clients across the lifespan. Precepted clinical experiences and a project provide opportunities to apply leadership concepts and prepare the gradu-

ate to assume the role of a professional nurse.

- NURS A430 Nursing Research for RN's. (3)** (Prereq: Completion of STAT A201, NURS A350, NURS A370) The course provides an introduction to analytical and critical thinking, scientific concepts, methods and decisions, ethical and legal concerns, and research techniques essential to the research process. Emphasis is placed on the nurse as a consumer of nursing research.
- NURS A440 Gerontological Nursing for RN's. (3)** (Prereq: completion of NURS A360, NURS A370) Theories of human development and the achievement and maintenance of healthy lifestyles of elders are explored.
- NURS A450 Community Health Nursing for RN's. (5)** (Prereq: RN Licensure, NURS A360, and NURS A350) Concepts of community health nursing are presented and applied in clinical settings with emphasis on the community and the family as clients. Communicable disease control, principles of epidemiology, health promotion practices, family theories, and public health issues are addressed. (four hours lecture/ three hours lab/ per week)
- NURS A460 Leadership and Management in Nursing for RN's. (5)** (Prereq: RN Licensure, Successful Completion of Writing Proficiency Portfolio, 2 out of 4 ICE requirements completed, and in the last semester of program.) Leadership and management concepts and principles for professional nursing practice. Emphasis on knowledge and skills that impact effective leadership and management roles. This course will provide for the senior project and must be in the student's last semester. (four hours lecture/six hours lab/per week)

Graduate Programs

Graduate Degrees

Graduate work at USC Aiken provides an opportunity for students to engage in advanced study with a group of scholars actively engaged in research. While specialization is basic to graduate work, graduate programs respond to the advanced educational needs of the local and regional population.

Graduate Assistantships

For information on Financial Aid and Graduate Assistantships, see the individual schools.

School of Business Administration

Dr. Michael J. Fekula, *Dean, School of Business Administration*

Dr. Linda C. Rodriguez, *MBA Director*

Master of Business Administration (MBA)

The following two online options exist for students desiring to complete a Master of Business Administration (MBA) through USC Aiken:

- **MBA (30-34 credit hours)**

- **MBA with a specialization (36-40 credit hours)**

MBA

The MBA is designed for students who have already completed prerequisite undergraduate coursework or a degree in business. Students with no business coursework can enroll in this program by completing the required prerequisite BADM 600 and/or BADM 601 coursework, as necessary.

MBA with a Specialization

The MBA with a Specialization is designed for students who would like to extend their MBA expertise into the area of Accounting, Finance, Healthcare Leadership, Human Resources Leadership, or Project Management.

Students with no business coursework can enroll in this program by completing the required prerequisite BADM 600 and/or BADM 601 coursework, as necessary.

Admission Requirements

Students are admitted to the MBA Program according to the following criteria:

Successful completion of a four-year bachelor's degree from an accredited institution of higher learning.*

For those applying to the online general MBA or MBA with Specialization program, a resume must be submitted and one of the four numbered items listed below are required.**

1. An undergraduate GPA of 3.0 or higher and an acceptable admission index value.
2. An undergraduate GPA of 3.0 or higher and three or more years of professional or managerial work experience.
3. An overall undergraduate GPA of 2.5 or higher and a GPA of 2.75 or higher in all 300 and 400 level courses taken during the last 60 hours, an acceptable admission index value, and three or more

years of professional work experience.

4. An overall undergraduate GPA of 2.5 or higher and a GPA of 2.75 or higher in all 300 and 400 level courses taken during the last 60 hours and seven or more years of professional or managerial work experience.

*Applicants who have earned an advanced degree (master's or doctorate) from an accredited institution or who have attained prior enrollment in a graduate program from an accredited institution that required submission of an acceptable GMAT/GRE score for admission are admitted directly into the MBA program.

**Provisional Admission: Students who have met all admissions requirements except for submission of a GMAT/GRE score, if required, are granted provisional acceptance allowing them to take up to eight graduate credit hours before submitting their GMAT/GRE scores for the final approval of full admission.

Admission Index Value

The combined graduate admission exam score (GMAT or GRE) and undergraduate GPA must meet one of the following admission index value thresholds:

- (Undergraduate GPA x 200) + GMAT score* \geq 1000
- (Upper level GPA x 200) + GMAT score* \geq 1050

*Applicants must submit a GMAT/GRE score that is no older than five years from the date of application.

GMAT equivalencies may be determined using the GRE Comparison Tool for Business Schools available on the ETS website: https://www.ets.org/gre/institutions/admissions/interpretation_resources/mba_comparison_tool.

All applications for any of the MBA programs must be submitted electronically online through the USC Aiken website. Application files are handled by the USC Aiken Graduate School Office.

Completed files clearly meeting all admission criteria are forwarded to the School of Business Administration for review.

MBA Curriculum

(and MBA with a Specialization curriculum)

The MBA curriculum involves five core courses (15 credit hours) in management, marketing, accounting, finance, and economics accompanied by advanced topics in business (12 credit hours), and a capstone course (3 credit hours).

CORE: Five Courses 15

MGMT A715 Management and Organizational Behavior.....	3
MKTG A716 Marketing Management.....	3
ACCT A717 Accounting for Decision Making	3
FINA A718 Financial Analysis for Decision Making	3
ECON A714 Economics for Decision Making.....	3

ADVANCED: Four Courses (12 Credit Hours)

BADM A720 Legal and Ethical Environment of Business	3
BADM A722 Globalization and Business	3
BADM A724 Quantitative Methods and Business Analytics..	3
MGMT A728 Operations Management.....	3

CAPSTONE: One Course (3 Credit Hours)

BADM A760 Business Vision, Innovation and Strategy 3

TOTAL HOURS 30

MBA with a specialization requires 6 credit hours in addition to the MBA requirements*

Accounting Specialization: Two Courses (6 Credit Hours)

ACCT A731 Advanced Accounting Topics..... 3

ACCT A733 Information Systems and Analytics for Accounting
and Finance..... 3

Finance Specialization: Two Courses (6 Credit Hours)

FINA A731 Advanced Corporate Finance..... 3

FINA A733 Information Systems and Analytics for Accounting
and Finance..... 3

Healthcare Leadership Specialization: Two Courses (6 Credit Hours)

HSPM A731 Healthcare Management 3

LDRS A731 Leadership in Organizations..... 3

Human Resources Leadership Specialization: Two Courses (6 Credit Hours)

MGMT A726 Human Resources Management 3

LDRS A731 Leadership in Organizations..... 3

Project Management Specialization: Two Courses (6 Credit Hours)

MGMT A731 Supply Chain Management..... 3

BADM A750 Program and Project Management..... 3

TOTAL HOURS 36

Prerequisites: (0-4 Credit Hours)

BADM A600 Business Foundations I..... 0

BADM A601 Business Foundations II..... 1-4

Academic Regulations

All graduate students should be familiar with the following general regulations governing graduate study at the University of South Carolina Aiken. The students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they are admitted to degree candidacy or under subsequent regulations published while they are enrolled as degree candidates. However, students are restricted in the choice of requirements of one specific bulletin.

Graduate students in USC Aiken master's programs have a period of six years inclusive and continuous in which to claim the rights of a specific bulletin. Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students will be required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals or a modification of those goals. USC Aiken will work closely with students facing such problems in an effort to resolve them with a minimum of difficulty.

Graduate Advisement

Every graduate student who has been admitted to the MBA degree program will be advised by the MBA Director, or his/her designee.

Students who have not yet met all the conditions for degree admission may consult the MBA Director for both specific and general information.

Course Loads

Since the MBA program is year-round a student may enroll for a semester load not to exceed twelve graduate hours in the fall, spring, or summer semester. To register for more than twelve hours, a student must obtain course overload approval from the MBA Director.

Credit by Examination

No graduate credit is offered by examination only.

Academic Standards

MBA students must maintain at least a B average on all graduate business courses attempted at USC Aiken to remain in good standing in the MBA program. This implies maintaining a grade point average (GPA) of at least 3.0 on a 4-point system at all times. If the GPA falls below 3.0 in any semester, a probationary period will begin in which the student must raise the GPA to at least 3.0 within the next six credit hours of coursework. Failure to attain a 3.0 in this period will result in the student's termination from the MBA degree program.

Students are eligible for one Grade Forgiveness opportunity for the MBA degree program within the first 12 hours of their MBA program. Students who earn less than a B in one class may retake one course and substitute the new grade for the previously earned grade. Both the first and second grades shall appear on the USC permanent record, but only the second grade will be used in computing the University of South Carolina Institutional Grade Point Average. An explanatory notice will appear on the record. Academic standing or previous grade point totals will not change retroactively as a result of applying this policy. Eligible students wishing to apply the course grade forgiveness policy to a course enrollment must do so PRIOR to repeating the course by completing an application for grade forgiveness provided by the MBA Director. No applications will be honored after the degree is awarded. Once grade forgiveness is applied to a repeated course, the action may not be revoked.

Furthermore, a maximum of two grades of C may be counted toward completion of the MBA degree requirements; grades below C may not be counted toward completion of the MBA degree requirements. Students must have a minimum GPA of 3.0 in order to graduate from the MBA degree program. Grades earned on credits transferred from other universities do not count in the calculation of this grade point average. Only institutional GPAs will be used to determine graduation GPAs. All USC Aiken registrations will appear on the student's permanent record and all USC Aiken grades will be computed in the student's GPA.

MBA students who receive grades below B on nine or more graduate credit hours within a six-year period are automatically suspended from degree candidacy status and are not permitted to enroll for further MBA courses even as non-degree students without the specific approval of the MBA Director. USCA graduate business courses six years old or older will not be counted toward the MBA degree requirements without revalidation.

Maximum Period Allowed

Six years is regarded as the maximum time allowed for graduate credits for MBA degree candidates. In case more time than six years is spent on the MBA program, special arrangements may be made with the School of Business Administration for the revalidation of credits in USC Aiken business courses. MBA students who fail to complete the program in the period allowed become subject to changes in degree requirements adopted up to the date six years prior to their graduation. The MBA program cannot be completed in less than a twelve-month period.

Revalidation

Regular USC Aiken MBA students desiring to revalidate a graduate business course must secure the permission of the SOBA Graduate Council and the Dean of the School of Business Administration. In advance of the consideration of the request by the above parties, the applicant must pay a non-refundable fee of \$25 per credit hour to the USC Aiken Graduate Office.

Transfer Credit

Up to six semester hours of graduate credit with grades of B or better (or equivalent grades if a different system is used) from a graduate business degree program at another AACSB accredited institution may be transferred for use, provided that the institution held AACSB accreditation at the time the credit was earned. All such transfer credit must be approved by the MBA Director and the Dean of the School of Business Administration. The credit must be dated within the six-year period allowed for a degree. There is no revalidation mechanism for transfer credit that does not fall within the six-year time limit.

Attendance

MBA students are expected to participate in all regular class meetings and activities. Unsatisfactory attendance or participation may be considered adequate reason by the instructor for requesting the student to withdraw from the course.

Appeals and Petitions

Appeals and petitions related to programs, regulations, or other academic matters will be reviewed first by the SOBA Graduate Council, then by the USC Aiken Graduate Advisory Council, and finally the USC Aiken Executive Vice Chancellor for Academic Affairs. See Academic Affairs and Regulations for general information on relief from academic regulations.

Applications for Degrees

All candidates for degrees apply for graduation through Self Service Carolina (SSC) by the deadline for the semester of graduation as shown in the Academic Calendar. In addition, a Clearance Recommendation for Graduate Degree Application must also be submitted. Diplomas will not be awarded retroactively.

Other USC Aiken regulations and procedures relating to graduate students are published in other sections of this Bulletin and the USC Aiken Student Handbook.

Course Descriptions

MBA

- ACCT A717 Accounting for Decision Making (3).** (Prereq: BADM A601 or equivalent). A survey of relevant contemporary topics in financial accounting and reporting to include the fundamentals of the accounting process that provide a business manager the ability to read, analyze, and interpret financial accounting data crucial to making informed economic decisions. Topics include transaction analysis, operating profitability, investing and financing activities, forecasting, and valuation.
- ACCT A731 Advanced Accounting Topics (3).** (Prereq: ACCT A717) Advanced topics in accounting theory and practice as those relate to the preparation of financial statements, the use of accounting information for managerial decisions, and the legal environment affecting the accounting profession.

- ACCT A733 Information Systems and Analytics for Accounting and Finance. (3)** (Prereq: ACCT A717) An examination of the critical role of information technology in the collection, storage, processing, and retrieval of financial and accounting data for internal users to report information to management investors, creditors, and tax authorities. Includes the discovery, interpretation, and communicating of meaningful patterns in data in order to quantify, describe, predict, and improve business performance.
- BADM A600 Business Foundations I (0).** This course is a self-study and assessment of the student's knowledge of the foundations of economics and/or statistics. Students take this course depending upon previous successfully completed coursework in economics and/or statistics. Students must successfully complete the assessment(s) as a pre-requisite to taking advanced MBA courses.
- BADM A601 Business Foundations II (1-4).** Foundational topics in management include the overall management process, the environment in which managers function, negotiation, conflict, communication, motivation theory, leadership theory, human resources management laws, delegation, and other relevant fundamental management concepts. Foundational topics in marketing include the marketing concept, product analysis, consumer behavior, pricing promotion, and distribution. Foundational topics in accounting include accounting elements, fundamental generally accepted accounting principles (GAAP), and construction of financial statements. Foundational topics in finance include time value of money and capital budgeting. Students take one or more credits depending upon previous successfully completed coursework in business.
- BADM A720 Legal and Ethical Environment of Business (3).** This course provides an analysis of legal and ethical issues as they relate to the business environment. By examining the application of law and ethics to a variety of business and corporate governance issues, this course offers students an understanding of how businesses can comply with the law and use an ethical culture as a positive strategy for making successful business decisions.
- BADM A722 Globalization and Business (3)** Survey of the economic, political, cultural, and legal environment in our global economy, emphasizing how successful companies operate in diverse foreign environments, engage in specialized transactions, and adapt market, financial, and managerial strategies for optimal global operations.
- BADM A724 Quantitative Methods and Business Analytics. (3)** (Prereq: BADM A600 or equivalent.) This course covers some of the most widely used analytical tools necessary for making better management decisions. In order to apprise and evaluate quantitative information, students are introduced to several mathematical techniques that can be applied to business situations. Topics include concepts of descriptive and inferential statistics, sampling techniques, measures of central tendency and variation, probability distributions, estimating means and proportions, hypothesis testing, analysis of variance, regression analysis, nonparametric statistical methods, time series, factor analysis, discriminant analysis, and Bayesian decision-making.

BADM A739 Specialized Topics in Business Administration. (3) (Prereq: Consent of instructor) An in-depth study of selected topics in accounting, finance, management, or marketing. Examples may include, but are not limited to, traditional topic study, research methods, and projects, experiential work, and case studies focused upon or applying advanced concepts in those areas of specialization important to students in their current profession or future career direction. Students may repeat BADM A739 but may not enroll in the same topic twice.

BADM A750 Program and Project Management (3) (Prereq: MGMT A728 and MGMT A731). Examination of project management, including concepts related to management of technology, people, stakeholders, and other diverse elements necessary to successfully complete a project. An exploration of the relationship among project management, program management, and portfolio management. Project management competency models and value assessment methods used to create the linkage between strategy and projects will be examined and evaluated. An analysis of the strategic framework used to identify the success metrics necessary to align projects with business strategies.

BADM A760 Business Vision, Innovation, and Strategy (3) (Prereq: BADM A722, ECON A714, FINA A718, MGMT A715, MKTG A716). This course presents the strategic management process and the formulation and application of functionally integrated business policy by top management. Emphasis is placed upon decision-making in the face of changing conditions, to include vision and innovation. This course integrates theory and application from all functional areas of business including economics, marketing, management, accounting, and international business. Special topics include firm analysis, vision statements, mission statements, and financial statement analysis.

ECON A714 Economics for Decision-Making (3) (Prereq: BADM A600 or equivalent) The application of microeconomic and macroeconomic concepts and marginal analysis to the process of optimal decision making. To help students to better prepare for leadership positions in business, the course will cover relevant theoretical and applied economic concepts.

FINA A718 Financial Analysis for Decision Making (3). (Prereq: ACCT A717) A focus on the analysis of the firm's operating, investing, and financing activities and how changes in these activities affect firm value. Specifically, financial analysis techniques and applications, along with other relevant information, are used to make real economics based decisions. It requires one to have a fundamental understanding of elementary algebra, financial accounting, and statistics. Focus will be made on basic financial concepts, problem solving, and case analysis.

FINA A731 Advanced Corporate Finance (3). (Prereq: FINA A718) Building on the core finance course, this course advances the student's knowledge of wealth creation through bond valuation, stock valuation, cost of capital, capital structure, dividend payment policy, and the fundamentals of derivative pricing.

FINA A733 Information Systems and Analytics for Accounting and Finance. (3) (Prereq: FINA A718)

An examination of the critical role of information technology in the collection, storage, processing, and retrieval of financial and accounting data for internal users to report information to management, investors, creditors, and tax authorities. Includes the discovery, interpretation, and communicating of meaningful patterns in data in order to quantify, describe, predict, and improve business performance.

HSPM A731 Healthcare Management (3). (Prereq: MGMT A715) This course covers concepts essential to managers working in healthcare administration. Students examine management topics in the context of healthcare situations and explore the skills and knowledge needed to be successful in a diverse healthcare environment. Topics include healthcare leadership, organizational design as it relates to the uniqueness of healthcare organizations, managing professionals, and diversity in the workplace.

LDRS A731 Leadership in Organizations (3). This course focuses on the study of leadership theory and the development of a person's organizational leadership skills as those apply to business leadership. Topics include trait, skills, behavioral, situational, path-goal, leader-member exchange, transformational, authentic, and servant approaches to effective leadership. This course also addresses the role of ethics, teams, and culture in building effective organizations. It employs self-assessment instruments to discern personal leadership strengths and weaknesses, as well as statements of plans for improving upon limitations and employing strengths.

MGMT A715 Management and Organizational Behavior. (3) (Prereq: BADM A601 or equivalent). Studies of the underlying concepts, theories, and frameworks relating to leadership and team development and their application to managing employees effectively in the organization. It examines various styles, processes, tools, and techniques used by managers to communicate effectively. The course also includes the concepts relating to negotiation, active listening, and conflict resolution as well as their practical application.

MGMT A726 Human Resources Management. (3) (Prereq: MGMT A715). This course focuses on the systematic and effective management of an organization's human resources--acquiring, maintaining, and motivating its employees--in a manner that is consistent with its overall strategy and applicable employment laws. Students will be introduced to current work place public policy as set forth by Title VII of the Civil Rights Act of 1964. Job design and job analysis will be presented, as well as the areas of recruitment, selection, training, and job evaluation. Other topics will include safety and health issues, organized labor, and employee development.

MGMT A728 Operations Management. (3) (Prereq: MGMT A715 and either BADM A724 or School permission) This course is designed to introduce fundamental processes of managing and controlling a variety of operations, covering both manufacturing and services sectors. Students will learn concepts, techniques, and tools to design, analyze, and improve operational capabilities of an organization.

MGMT A731 Supply Chain Management. (3) (Prereq: MGMT A728). The course studies supply chain management activities including production planning, inventory management, and logistics.

Decision and analysis tools used for decisions in the areas of modeling, technology adoption, vertical integration, and production planning/materials control will be examined.

- MGMT A733 Information Systems, Analytics and Strategy (3).** Examination of the critical role of information technology in contemporary business organizations. This course emphasizes the use of information systems to develop and sustain competitive advantage.
- MKTG A716 Marketing Management (3)** (Prereq: BADM A601 or equivalent). An introduction to marketing in a customer-driven firm, focusing on essential marketing skills needed by successful managers in all business functions. Advanced topics include how individual and organizational consumers make decisions, segmenting markets, positioning the firm's offering, effective marketing research, new product development, pricing strategies, communicating with consumers, and managing relationships with sales force and distribution partners. The course also studies how firms must coordinate these different elements of the marketing mix to ensure that all marketing activities collectively forge a coherent strategy.

School of Education

Dr. Judy A. Beck, *Dean of the School of Education*

Conceptual Framework

The M.Ed. Program prepares dynamic educators who grow, interact, and contribute professionally throughout their careers.

1. The advanced Dynamic Educator as Planner evaluates general principles of design and curriculum.
2. The advanced Dynamic Educator as Planner examines contemporary educational issues and evaluates solutions in terms of research on best practice.
3. The advanced Dynamic Educator as Planner demonstrates an understanding of the connection and application of content standards, practices, and assessments and how they affect learning.
4. The advanced Dynamic Educator as Manager analyzes and applies theories of human development and learning principles to create a community that maximizes learning.
5. The advanced Dynamic Educator as Instructor investigates, evaluates, and implements innovative methods of teaching and instructional materials.
6. The advanced Dynamic Educator as Instructor analyzes and synthesizes the relationship between theory and practice within the educational process.
7. The advanced Dynamic Educator as Instructor investigates and uses instructional and informational technology for inquiry-based learning.
8. The advanced Dynamic Educator as Communicator enhances professionalism through active participation in the learning community.
9. The advanced Dynamic Educator as a Professional examines and evaluates contemporary issues that impact the learning of underrepresented groups and diverse cultures.
10. The advanced Dynamic Educator as a Professional reflects on own teaching practices and dispositions and examine how they impact student learning.

School of Education Faculty, USC Aiken Professors

Judy A. Beck (Science Education),

Ph.D., University of Toledo

Bridget Coleman (Elementary Education),

Ph.D., University of South Carolina

Coordinator, Secondary Mathematics Education Program

Gary Senn (Science Education),

Ph.D., Florida Institute of Technology

Tim Lintner (Social Sciences and Comparative Education),

Ph.D., University of California-Los Angeles

Coordinator, Secondary Social Studies Education

Associate Professors

Kathleen Hanson (Languages, Literatures, and Cultures, Special Education),

Ph.D., University of Michigan

Sally McClellan (Early Childhood Education),

Ph.D., University of South Carolina

Coordinator, Early Childhood Education Program

Windy Schweder (Special Education),

Ph.D., University of South Carolina

Assistant Professors

LaNessa Coe-Clark (Reading Education),

Ph.D., Auburn University

Judy Collazo (Multilingual/Multicultural Education & Educational Leadership),

Ph.D., George Mason University

Accreditation Coordinator

Patricia Fears (Educational Leadership),

Ph.D., National-Louis University

Coordinator, Teacher Education Program at USC Salkehatchie

Melissa Martin (Special Education),

Ph.D., University of Tennessee

Coordinator, Special Education Program

Deborah McMurtrie (Educational Foundations & Inquiry),

Ph.D., University of South Carolina

Coordinator, Elementary Education Program

Instructors

Gwen Johnson (Secondary Mathematics),

Ph.D., University of South Carolina

Vernelle Tyler (Elementary Education),

Ph.D., University of South Carolina

College of Education Faculty, USC Columbia

Michael M. Grant,

Ph.D., University of Georgia

Admission

Application

An application cannot be given final consideration until all required credentials have been received. Apply online at <http://www.usca.edu/admissions/gradforms.doc>

M.Ed. in Educator Leadership

Application requirements include the following:

1. Official transcript showing the award of the baccalaureate or higher degree by an accredited college or university. Transcripts verifying all previous graduate degrees will be required to complete the permanent record. Transcripts of all previous academic study at the time of application may be requested.
2. Letter of intent that delineates what you will accomplish through this program including your intended specialty areas within the program.
3. Copy of Teacher License/certification

Application files are handled by the USC Aiken Graduate Office. Completed files clearly meeting all criteria for admission are forwarded to the Program Coordinator for approval. Upon approval, students receive an official letter of acceptance from the Dean of the School of Education.

Students meet with the Coordinator to complete a program of study as soon as possible after acceptance.

M.Ed. in Learning Design and Technologies

Application requirements include the following:

1. Official transcript showing the award of the baccalaureate or higher degree by an accredited college or university. Transcripts verifying all previous graduate degrees will be required to complete the permanent record. Transcripts of all previous academic study at the time of application may be requested.
2. Two letters of recommendation.
3. Report of scores achieved on the Graduate Record Examinations or Miller Analogies Test. Any exceptions for students failing to meet minimum standardized test score requirements shall be referred to the Admissions Committee for review and final decision.
4. A satisfactory score on the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English. The minimum acceptable score is 550 on the standard or 213 on the computer-based version.
5. Written statement of philosophy of education, typed and attached to application form.

Admission Requirements

Acceptance by the School of Education will be based upon the applicant's total academic profile. Application to the Masters Degree Program can be made after completion of at least a bachelor's degree from a college or university accredited by a regional accrediting agency. The standard for admission will be based on a total profile for the candidate.

M.Ed. in Educator Leadership

The successful applicant should have an undergraduate grade point average of at least 3.0 on a 4.0 scale and a well written letter of intent that matches the objectives of the program.

The program should be established during the first semester of study and no later than the semester following the completion of

the first 12 hours. Only six hours of courses taken as a non-degree student in the USC system or six hours of courses designated as Professional Development may be used to meet the requirements of a graduate degree program (without approval of the Dean).

M.Ed. in Learning Design and Technologies

The successful applicant should have an undergraduate grade point average of at least 3.0, a score of 396 on the Miller's Analogies Test, or scores of 450 on both the verbal and quantitative portions of the Graduate Record Exam; a well-written letter of intent that matches the objectives of the program; and positive letters of recommendation from individuals who know the professional characteristics of the applicant. Any exceptions for students failing to meet minimum standardized test score requirements shall be referred to the Admissions Committee for review and final decision.

All test scores should be sent to the Graduate Admissions Office at USC Aiken. It should be noted that no academic program can be approved until the student has been admitted as a qualified degree candidate. Students are cautioned that graduate credit earned prior to full admission to degree candidacy may not be applicable toward the degree requirements.

Enrollment Classifications:

1. Full Admission Status: Applicants who have met **all** requirements for admission. Up to 12 hours of graduate credit from an accredited university or college may be accepted toward the degree, subject to approval of the Dean of the School of Education. A maximum of 6 hours of graduate coursework identified as professional development courses may be applied toward the M.Ed. Degree subject to approval of the Dean.

2. Non-degree Enrollment Status: Students who intend to seek a graduate degree but lack one or more of the requirements for full admission status, or who are seeking graduate credit for the purpose of recertification or for transfer to another college or university. Only six (6) hours taken as a non-degree student at any USC campus may be used toward a degree program.

3. Provisional Status: Applicants who intend to seek a graduate degree, but lack sufficient requirements for full admission status may be provided provisional status. Provisional students must attain a 3.0 grade point average during the first 12 credit hours to be eligible for full admission. (These courses may be designated by department). A non-refundable application fee of \$45 is required of all first-time applicants to the USCA graduate program.

4. Appeals for Admission. An appropriate hearing board will provide each student with an opportunity to challenge the content of University records, to ensure that the records are not inaccurate or misleading and to provide an opportunity for the correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein. Such requests should be made through the Graduate Advisory Council at USC Aiken. For additional information on the admissions appeal process, please refer to the *USC Aiken Graduate Policies and Procedures Manual*.

Valid period of admission

Admission to the Graduate School is valid for one year unless a shorter period is specified by a particular program. If an admission has not been acted upon by a student after one calendar year, the student must reapply for admission. Students who have been admitted to a graduate program under regulations other than these, and have not completed any USC graduate courses during a period of three or more years are required to fulfill current admission requirements prior to returning to the University for additional graduate work. Such students become subject to regulations of the Graduate Program to which they are admitted in effect at the time of readmission.

The University reserves the right to decline admission, to suspend, or to require the withdrawal of a student when, for any reason, such action is deemed to be in the interest of the University.

Testing and Language Proficiency

All applicants are advised to write the Educational Testing Service as soon as possible to arrange for the MAT or GRE and the Test of English as a Foreign Language **if appropriate**. Test results should be available prior to the application deadline for the desired term.

International Student Admission

Students who have earned a degree or taken any courses in countries outside the US must have an official transcript evaluated by a professional evaluation service. This evaluation must be forwarded directly to the USC Aiken Graduate Admissions Office from the evaluation service. (A list of several professional Evaluation Services can be obtained from the USC Aiken Admissions Office or found on the USCA web site at: www.usca.edu/admissions). Students will not be considered for admission until this evaluation is received.

Graduate Assistantships

Periodically, graduate assistantships are made available through various grants received by the School of Education. Graduate assistantships carry a stipend that varies with the funding sources and number of hours of work required as part of the assistantship. Students should contact the program coordinator to inquire about assistantship availability and application procedure.

Academic Regulations

All graduate students should be familiar with the following general regulations governing graduate study at the University of South Carolina Aiken. The students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they are admitted to degree candidacy, or under subsequent regulations published while they are enrolled as degree candidates. However, students are restricted in the choice of requirements of one specific bulletin.

Graduate students in master's programs have a period of six years inclusive and continuous in which to claim the rights of a specific bulletin.

Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students will be required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals, or a modification of those goals. The school will work closely with students facing such problems, in an effort to resolve them with minimum difficulty. Students earning a graduate degree from USC Aiken must complete at least one-third of the credit hours for the degree through courses at USC Aiken.

Graduate Advisement

Every graduate student admitted to a degree program is entitled to an advisor in the School of Education at USC Aiken. Any graduate student who has not been assigned an advisor should consult the Coordinator of the M. Ed. Program for information on advisement procedures. Students admitted as "non-degree" students, that is, those who do not seek degree admission or who have not yet met all the conditions for degree admission, are not assigned to advisors but may consult the Coordinator of the M. Ed. Program for both specific and general information.

Graduate Program of Study

Every graduate student should file a Program of Study form at the earliest convenient date. Program forms may be obtained from the Graduate Office. Candidates for the master's degree may file their program forms during the first semester of study and should in no case file them later than the semester following the completion of their first 12 hours.

A Program of Study form is a written agreement signed by the student and the advisor and the Dean of the School of Education. This formal agreement serves a number of purposes to the benefit

of the student and the University: it causes students and advisors to engage in early planning with specific goals in mind; it provides useful information for the planning of course offerings; it facilitates subsequent advisement; and it protects students in the event of unexpected curriculum or faculty changes. Although formal programs are binding, they can be modified or replaced by new programs if conditions warrant such changes. The procedure for change is similar to that for filing the original program and usually requires the same series of signatures. Degree students are entitled to the advantages of a Program of Study and should take the necessary steps to secure them at the appropriate time.

Courses

Prerequisite courses are listed to inform students about the academic background recommended for satisfactory course completion. The Dean may approve the enrollment of students who have acquired the equivalent knowledge or skills through other courses or experiences.

Special permission to enroll should be requested from the instructor prior to registration.

Course Loads

A student may enroll for a semester load not to exceed 12 graduate hours. To register for more than 12 hours, a student must obtain course overload approval from the department head/school dean. A student is classified as a full-time student for academic purposes with six or more credit hours during any semester.

Credit by Examination

No graduate credit is offered by examination only.

Academic Standards

Graduate courses may be passed for degree credit with a grade as low as C, but the student's average on all courses attempted for graduate credit must be at least B (3.0 on a 4-point system). Grades earned on credits transferred from other universities do not count in the grade point average. Students who receive grades below B on 12 or more graduate credit hours within a six year period are consequently suspended from degree candidacy status and are not permitted to enroll for further courses even as non-degree students without the specific approval of their academic unit. This rule applies to courses taken for non-degree purposes as well as to courses taken in the degree programs; it applies even to courses taken in two or more degree programs. Courses six years old or older will not be counted toward a master's degree without revalidation. Grades of C or lower received in outdated courses will be dropped and these courses will cease to be a disqualifying factor.

Maximum Period Allowed

Six years is regarded as the maximum time allowed for graduate credits for degree candidates. In case more time than six years is spent on the program, special arrangements may be made with the School offering the program for the revalidation of credits in courses given by the institution. Students who fail to complete their programs in the period allowed become subject to changes in degree requirements adopted up to the date six years prior to their graduation. No program is to be completed in less than a twelve-month period.

Revalidation

Regular graduate students of the institution desiring to revalidate a course must secure permission of the Coordinator of the M. Ed. Program and of the Dean of the School of Education. The applicant must pay to the Graduate Office of the institution, in advance of the examination, a non-refundable fee of \$25.00 per credit hour.

Transfer Credit

Up to 12 semester hours of credit with grades of B or better (or equivalent grades if a different system is used) from other institutions of approved graduate standing may be transferred for use with the restrictions that the credit must have been earned at an institution accredited at the time the course work was completed. The only exceptions to this standard are as follows: transfer from foreign institutions, transfer of course work completed at an accredited institution, or the acceptance of credit for military education. Transfer must be approved by the Coordinator of the M.Ed. Program and by the Dean of the School of Education. The credit must be dated within the six-year period allowed for a degree. There is no revalidation mechanism for transfer credit that does not fall within the time limit. Graduate credit will not be accepted for portfolio-based experimental learning which occurs prior to the student's matriculation.

Attendance

Students are expected to participate in all regular class meetings and activities. Unsatisfactory participation may be considered adequate reason by the instructor for requesting the student to withdraw from the course.

Appeals and Petitions

Appeals and petitions related to programs, regulations, or other academic matters will be reviewed first by the academic unit then by the USC Aiken Graduate Advisory Council and finally forwarded to the USC Aiken Executive Vice Chancellor for Academic Affairs for approval. See Academic Affairs and Regulations section of this bulletin for information on relief from academic regulations. Appellants who have maintained a B average despite their accumulation of lower grades may, if their appeals are supported by their academic units, be allowed to proceed toward their degrees provided they receive no additional grades below B. Appellants who have not maintained a B average should show extenuating circumstances and obtain the support of their academic units if they wish to be considered for reinstatement by the USC Aiken Graduate Advisory Council.

Applications for Degrees

All candidates for degrees must file a formal application with the USC Aiken Office of the Registrar through Self-Service Carolina according to deadlines listed in the Academic Calendar. In addition, a Graduation Clearance Form must be submitted by the student's Dean or Department Chair. Diplomas will not be awarded retroactively.

USC Aiken regulations and procedures are printed in other sections of the Bulletin and the USC Aiken Student Handbook.

Master's in Educator Leadership

The Master's Degree in Educator Leadership prepares educators to take on a variety of leadership roles in their buildings or districts. The program is intended to (1) develop administrative skills such as management, supervision and decision-making but also will focus on preparing school leaders to be instructional leaders, and (2) improve instruction and in turn improve student learning. The program focuses on building collaborative cultures and professional learning as well as continuous improvement through data-driven decision making. Another key focus of this program is to prepare these leaders to have a deep understanding of best practices in aligning curriculum, instruction, and assessment. Applicants enter the program after completion of at least the bachelor's degree and will complete a minimum of 36 semester credit hours for the Master's degree. In addition to the completion of core courses, students will

complete an Action Research Capstone project based on a field-based needs assessment and data analysis. All courses are offered in a web-based format.

Curriculum:

Core Courses18

EDUC A660 Professional Leadership and Mentoring	3
EDUC A661 Professional Development & Adult Learning.....	3
EDUC A632 Multicultural Education for Diverse Learners	3
EDUC A662 Curriculum, Instruction & Assessment	3
EDUC A663 Assessment & Data Analysis	3
EDUC A664 Applied Research.....	3

Practicum Courses.....6

EDUC A672 The Teacher Leader in Practice I	3
EDUC A673 The Teacher Leader in Practice II	3

Specialty Area Courses 12 (minimum)

ESOL (Add-on certification)9

EDUC A630 Principles and Strategies for Teaching Elem and Sec ELLs	3
EDUC A631 Teaching Reading and Writing to Multilingual Learning	3
EDUC A636 Linguistics	3

Project-Based Learning (Add-on Endorsement)9

EDUC A641 Introduction to Problem-Based Learning	3
EDUC A642 Applications of PBL in Curriculum & Instruction	3
EDUC A643 Practicum in Project-Based Learning.....	3

Gifted & Talented (Add on Endorsement)6

EDUC A650 Introduction to Curriculum for GT Students	3
EDUC A651 Nature and Needs of Gifted and Talented Students.....	3

Educational Technology/Online Teaching (Add on Endorsement)12

EDET A722 Instructional Design & Assessment	3
EDET A755 Design & Evaluation of Information Access & Delivering	3

Choose 2 of the following 3 courses:

EDET A603 Design & Development Tools I.....	3
EDET A709 Applications of Learning Principles.....	3
EDET A735 Tech Applications for Diverse Populations.....	3

Literacy (R2S Endorsement)12

EDUC A653 Foundations in Reading	3
EDUC A654 Assessment of Reading	3
EDUC A655 Content Area Reading and Writing.	3
EDUC A656 Instructional Practices.....	3

Early Childhood Special Education18

EDUC A620 Adv Study of Intro to Early Childhood Special Education	3
EDUC A621 Adv Study of Assessment of Young Children with Disabilities	3
EDUC A622 Adv Study of Procedures for Working with Young Children with Disabilities	3
EDUC A623 Adv Study of Social/Emotional Development and	

Guidance for Young Children with Disabilities.....3

EDUC A624 Practicum/Field Experience in ECE SpEd3

EDUC A625 Family Engagement in ECE SpEd3

Total hours required.....36

Degree requirements:

1. Successful completion of an approved program of study providing a minimum of 36 hours of graduate credit. A student's official program of study must be approved not only by the student's advisor but by the Dean of the School of Education and the Executive Vice Chancellor for Academic Affairs.
2. A minimum grade point average of 3.00 (B) is required on the total graduate program with a minimum of B on all 700-800 level courses.
3. Successful completion of an action research project and an oral defense.

Master's in Learning Design and Technologies

The Master's Degree in Learning Design and Technologies is designed to provide advanced professional studies in graduate level coursework to develop capabilities essential to the effective design, evaluation, and delivery of technology-based instruction and training (e.g., software development, multimedia development, assistive technology modifications, web-based development, and distance learning). The program is intended (1) to prepare educators to assume leadership roles in the integration of educational technology into the school curriculum, and (2) to provide graduate-level instructional opportunities for several populations (e.g., classroom teachers, corporate trainers, educational software developers) that need to acquire both technological competencies and understanding of sound instructional design principles and techniques. This graduate program is offered jointly by the USC Aiken School of Education and the USC Columbia College of Education. All courses are offered in web-based format.

Candidates for the Master of Education Degree in Learning Design and Technologies will meet the requirements listed below for a minimum of 36 semester hours.

Curriculum:

Foundational Courses..... 6

EDRM A700.....	3
EDET A709.....	3

Design Courses 15

EDET A603.....	3
EDET A703.....	3
EDET A722	3
EDET A755.....	3
EDET A793.....	3

Technology Courses 12

EDET A650.....	3
EDET A735.....	3
EDET A746	3
EDET A780.....	3

Electives	3
(Choose one of the following)	
EDET A652	3
EDTE A731	3
SLIS 706	3
TSTM 790	3

Total hours required..... 36

Degree Requirements:

The Master of Education in Learning Design and Technologies degree requires:

1. Successful completion of an approved program of study providing a minimum of 36 hours of graduate credit. A student's official program of study must be approved not only by the student's advisor but by the Dean of the School of Education and the Executive Vice Chancellor for Academic Affairs.
2. A minimum grade point average of 3.00 (B) is required on the total graduate program with a minimum average of B on all 700-800 level courses.
3. Successful completion of a comprehensive evaluation which includes a written synthesis paper and portfolio and an oral defense.

Transcripts of transfer graduate credits must be on file prior to approval of graduation applications.

Course Descriptions

Early Childhood (EDEC)

EDEC A621 Advanced Study of Assessment of Young Children with Disabilities. (3) Young children with special needs may be medically diagnosed for screening instruments may be needed to document a potential developmental delay. This course will explore screening instruments as well as assessment tools for monitoring a child's progress.

EDEC A623 Advanced Study of Social/Emotional Development and Guidance for Young Children with Disabilities. (3) Guidance for young children with disabilities requires a variety of strategies for helping students to be successful in the classroom. This course will explore the social/emotional development of young children as well as guidance strategies for young children in a variety of settings. Strategies for supporting the development of young children's social/emotional development will be explored.

EDEC A624 Practicum/Field Experience in Early Childhood Special Education. (3) Students will participate in a supervised field experience in a setting with young children with identified special needs. These settings may include early intervention programs which include home visits, Head Start/Early Head Start, 4K, and public school programs for young children with special needs. The practicum experience will include at least 30 hours in the classroom.

Elementary (EDEL)

EDEL A615 Advanced Study and Application of Science Methods. (3) Reinforces the science background of prospective and practicing teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources, and evaluation procedures.

EDEL A670 Advanced Study and Application of Language Arts Methods. (3) Content, goals, and methods of teaching language arts. Emphasis is placed on the teaching of oral and written expression and listening.

EDEL A715 The Elementary School Curriculum. (3) Critical study of the modern elementary school curriculum.

EDEL A717 Curriculum Problems in the Elementary School. (3) (Prereq: EDEL A715) A careful examination of the persistent problems of elementary schools (grouping, promotions, etc.) and the best solutions in terms of research and expert opinion.

EDEL A718 Critical Issues and Trends in American Education. (3) Examines contemporary issues and trends in today's schools and the best solutions in terms of research and expert opinion. Emphasis is on issues relating to diversity, current educational policies and practices, and curriculum and instruction.

EDEL A720 Middle School Organization and Curriculum. (3) An overview of the development of the middle school, history, purposes, and organization and an in-depth analysis of middle school organization and curriculum. The characteristics of middle school students, methods of evaluating students, and the overall curricular program are also considered.

EDEL A745 Advanced Study and Application of Mathematics and Problem Solving. (3) (Prereq: MATH A221 or its equivalent) Analysis of the school curriculum and instructional methods in the designated areas of mathematics; exploration of appropriate outcomes on instruction.

EDEL A760 Advanced Study and Application of Social Studies Methods. (3) The selection of teaching procedures and instructional materials used to teach social studies.

EDEL A780 Seminar in Elementary Education. (3) (Prereq: 27 semester hours of credit earned or 24 hours of credit earned and concurrent enrollment in three hours of graduate coursework as specified on the program of study). The course is designed to integrate the candidate's knowledge of curriculum, assessment, policy, and learning theory for the analysis of current educational trends and issues. A grade of "B" or above in this course is required for completion of the M.Ed. Degree.

Educational Technology (EDET)

EDET A603 Design and Development Tools I. (3) Study of multimedia elements (e.g., graphics, animation, audio, and video) including the creation and editing of materials. Instructional applications, copyright issues, and technology limitations will be explored.

- EDET A650 Internship in Educational Technology. (3)** (Prereq: EDET A603 and EDET A722). Supervision of field-based experiences in the design, development, evaluation, and implementation of technology-based instructional and training projects.
- EDET A652 Design and Evaluation of Games and Simulations. (3)** Application of instructional design criteria to computer and non-computer interactions. Analyses include requisite cognitive processes, affective outcomes, and ethical standards. Design and formative testing of interactive exercises.
- EDET A703 Design and Development Tools II. (3)** (Prereq: EDET A603) In-depth development of skills using current and emerging technologies to create a multimedia or web-based project that includes instructional and multimedia elements (e.g., graphics, animation, audio, and video).
- EDET A709 Applications of Learning Principles. (3)** An introduction to behavioral and cognitive learning principles applicable to the design of technology-based instruction and performance training.
- EDET A722 Instructional Design and Assessment. (3)** Application of instructional design and assessment principles to the development and formative testing of instruction in integrated technology-based contexts.
- EDET A735 Technological Applications for Diverse Populations. (3)** The application of assistive devices and other technologies to assure access to information and productivity tools by persons with diverse needs. Universal design issues will be included.
- EDET A746 Management of Technology Resources. (3)** The organization and administration of media programs in school buildings and districts, regional and state centers, and colleges and universities. Procedures, problems, and trends for an integrated instructional support system will be emphasized.
- EDET A755 Design and Evaluation of Information Access and Delivery. (3)** (Prereq: EDRM A700, EDET A709, EDET A722, EDTE A731) The use of telecommunications tools to support research and instruction across the curriculum. Includes study of distance education and issues related to instructional delivery, connectivity, and distribution methods.
- EDET A780 Research Seminar in Educational Technology. (3)** Explores contemporary trends, problem areas, and issues in educational technology through literature investigations, seminar discussions, and case studies.
- EDET A793 Advanced Instructional Design and Development. (3)** (Prereq: EDET A703) Incorporation of instructional design criteria, multimedia development skills, knowledge of instructional methods, learning theory, and evaluation in developing a comprehensive multimedia or web-based instructional project.

Special Education (EDEX)

- EDEX A603 Assessment of People with Exceptionalities. (3)** This course is an exploration of the assessment process, including laws and legislation, terminology, and types of tests used to determine students' academic, functional, and social/emotional skills. Students will analyze data, create student goals, make suggestions for future assessments and teaching

strategies, and reflect on the strengths and weaknesses of their own assessment practices based on empirical findings relating to best practices.

- EDEX A610 Introduction to People with Intellectual Disabilities. (3)** This course focuses on people with intellectual disabilities, including historical treatment, etiology, characteristics, methods of diagnosis, and the teaching individuals with intellectual disabilities in the least restrictive environment. Additionally, the course includes an overview of empirically based techniques to promote inclusivity for people with intellectual disabilities in communities.
- EDEX A615 Methods & Materials for Teaching People w/Intellectual Disabilities. (3)** This course focuses on the methods and materials related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with intellectual disabilities, including the development of Individualized Education Programs. Students will research best practices strategies for teaching people with intellectual disabilities.
- EDEX A620 Introduction to Learning Disabilities. (3)** A survey of people with learning disabilities, including historical treatment, laws and legislation, etiology, characteristics, and methods of diagnosis. Also, students will research learning environments that promote academic, functional, and social success for students with learning disabilities from a variety of contemporary perspectives.
- EDEX A624 Behavior Intervention & Management. (3)** This course provides students with methods for planning and implementing appropriate and effective behavior management programs. Students will also evaluate research-based methods for assisting students with exceptionalities to change problematic behaviors.
- EDEX A625 Methods & Materials for Teaching People with Learning Disabilities. (3)** This class will focus on specific methods, materials, and strategies used to support the academic, functional, and social skills of students with learning disabilities. Best practices based on empirical research will be emphasized.
- EDEX A630 Characteristics of People with Emotional and/or Behavioral Disorders. (3)** This course surveys the characteristics of people with emotional and/or behavioral disorders, including historical treatment, etiology, characteristics, methods of diagnosis. Students research current issues and trends in the teaching of individuals with emotional and/or behavioral disorders.
- EDEX A635 Methods & Materials for Teaching People with Emotional Behavioral Disorders. (3)** Students will explore methods and procedures related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with emotional and/or behavioral disorders, including the development of Individualized Education Programs, based on current research.

Foundations (EDFN)

- EDFN A749 The School in Modern Society. (3)** (Prereq: admission to full graduate standing or permission of instructor) Basic concepts in the relation of the

school to the social order: an analysis of the central features of the changing social context within American educational policy and behavior problems.

Educational Psychology (EDPY)

- EDPY A705 Theories of Human Growth and Development. (3)** An analysis of developmental theories and research from birth through adulthood with emphasis on developmentally appropriate practices for teachers, parents, counselors, and administrators. Includes an examination of cognitive, emotional, physical, social, and moral development from a variety of historical and contemporary perspectives.

Research and Measurement (EDRM)

- EDRM A700 Introduction to Research in Education. (3)** (Prereq: full admission to graduate standing or permission of instructor) Emphasis on the major methods and techniques of research by students of education.

Instruction and Teaching (EDTE)

- EDTE A610 Integrated Reading and Writing Instruction. (3)** Theoretical bases and techniques for teaching reading and writing, using multiple subject areas.
- EDTE A631 Using Computers to Support Instruction. (3)** Applications of selected software in instructional management.
- EDTE A671 Computers in Science Education. (3)** Use of computer technology in teaching and managing science classes and programs in grades K-12.
- EDTE A731 Instructional and Informational Applications of Technology (3)** Educational technology focused on instructional and informational applications of computers.
- EDTE A755 Supervision and Evaluation of Clinical Experiences. (3)** (Prereq: a minimum of one year of PK-12 teaching experience) An examination of theoretical foundations and experiential techniques necessary for effective mentoring, supervision, and evaluation of novice teachers in their initial teaching years, teaching interns during their semester internship, and practicum students working in clinical settings.
- EDTE A760 Issues in Writing Instruction K-12. (6)** Issues in the teaching of writing, with emphasis on classroom applications K-12 and program development.

Education (EDUC)

- EDUC A620 Advanced Study of Early Childhood Special Education. (3)** An overview of early childhood special education for children ages birth - five will be examined in this course including a review of relevant research literature. A survey of the

abilities of young children will be explored including communication, cognitive, motor, sensory, health impairments and adaptive abilities.

- EDUC A622 Advanced Study of Procedures for Working with Young Children with Disabilities. (3)** Developing the IFSP and IEP provides the framework for working with young children with special needs. Practitioners may work with young children in a variety of settings. Laws relevant to the work of early childhood special education will be discussed as well as the collaborative nature of this field. Cases will be examined to determine strategies for meeting the needs of young children with disabilities.

- EDUC A625 Family Engagement in Early Childhood Special Education. (3)** This course will explore issues in working with the families of children from birth to five who have identified special needs. The development of the Individualized Family Service Plan requires the cooperation of numerous professionals who must not only work with the child and family, but also keep the family informed of services and progress. This course will take an ecological systems theory approach to understanding the interactions of all involved in these systems and provide strategies for supporting systems in working together for the benefit of the child.

- EDUC A630 Principles and Strategies for Teaching Elementary and Secondary English Language Learners. (3)** (Prereq: Initial teacher certification.) This course provides an overview of language development and strategies for working with English Language Learners in the U.S. public school classroom.

- EDUC A631 Teaching Reading and Writing to Multilingual Learners. (3)** (Prereq: Initial teacher preparation) This course prepares teachers to develop reading and writing instruction that supports the social, emotional, cultural, linguistic, and academic development of English Language Learners.

- EDUC A632 Multicultural Education for Diverse Learners. (3)** This course prepares teachers to explore and critically analyze topics, themes, and issues related to learners with exceptionalities, cultural and linguistic differences through a multicultural lens; as well as the ways that these shape classroom culture and learning outcomes. Teachers will build a strong theoretical and practical foundation for becoming successful inclusive educators.

- EDUC A633 Field Problems in Education. (1-3)** Selected educational problems will be identified and explored, and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision, toward solutions to those problems which are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development, and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve the problems identified.

- EDUC A635 Special Topics in Education. (1-3)** Selected topics in content knowledge and pedagogy for PK-12 teachers.

- EDUC A636 Linguistics. (3)** (Prereq: Initial teacher certification) This course focuses on the systematic study of

human language, emphasizing the fundamentals of descriptive linguistics.

- EDUC A641 Introduction to Problem-Based Learning. (3)** (Prereq: Initial teacher certification.) This course is designed to introduce students to the theory behind PBL and the basics of designing, delivering and assessing PBL that supports student attainment of core academic content and such 21st century skills as personal agency, critical and analytical thinking, collaboration, communication and technological proficiency.
- EDUC A642 Applications of Project-Based Learning in Curriculum and Instruction. (3)** (Prereq: Introduction to Project Based Learning.) This classroom and field-based course is designed to give teachers the experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology with a PBL unit of study that will support the academic achievement of students with diverse learning needs.
- EDUC A643 Practicum in Project-Based Learning. (3)** (Prereq: Initial teacher certification.) The field-based practicum is designed to provide teacher/practitioners with opportunities to demonstrate their knowledge, skills, and dispositions for implementing Project-Based Learning with the regular classroom setting.
- EDUC A650 Introduction to Curriculum for Gifted and Talented Students. (3)** This course is designed to prepare teachers to organize and deliver appropriate curriculum, instruction, and assessment to meet the needs of gifted and talented students. Teachers will explore history and rationale of gifted education, curriculum models, instructional strategies, and assessments to meet the specific needs and abilities of gifted and talented students. Current technology will be employed in researching, presenting, and writing lesson plans and units of study. This is one of two courses required for Gifted and Talented Certification in South Carolina, the other being Nature and Needs of Gifted and Talented Students.
- EDUC A651 Nature and Needs of Gifted and Talented Students. (3)** This is the basic survey course in the education of gifted and talented students. It provides an overview of the historical and philosophical background of gifted education, as well as a rationale for it. This course focuses on the characteristics, needs, problems, and developmental patterns of gifted and talented students, including special populations of gifted and talented students and methods of talent development. The following topics will be discussed briefly: identification based on the regulations governing gifted and talented programs in South Carolina, curriculum and instruction, and program models. Current technology will be employed in researching and presenting a plan for addressing the needs of a specific target group. This is one of two courses required for Gifted and Talented Certification in South Carolina, the other being Introduction to Curriculum for Gifted and Talented Students.
- EDUC A653 Foundations in Reading. (3)** This course examines the theoretical and foundational knowledge occurring during reading and writing events. In addition, the course focuses on cognitive, linguistic,

motivational, and sociocultural foundations of reading and writing development, processes, and components, such as word recognition, language comprehension, strategic knowledge, and reading-writing connections. This course aligns with Read to Succeed Legislation requirements for in-service teachers.

- EDUC A654 Assessment of Reading. (3)** This course will examine various types of assessments that will determine student's strengths and areas for further instruction. In-service teachers will work with students to assess their reading by giving a baseline measure, to interpret the data, and to select appropriate instructional strategies and materials for students based on linguistically diverse students. This course aligns with Read to Succeed Legislation requirements for in-service teachers.
- EDUC A655 Content Area Reading and Writing. (3)** This course examines best practices for teaching, reading, and writing in the content areas as well as placing emphasis on creating a literate classroom environment. Furthermore, this course provides a rationale for and emphasis of diverse children's literature in the classroom and guides the teacher in its use as well as selecting high quality pieces. This course aligns with Read to Succeed Legislation requirements for in-service teachers.
- EDUC A656 Instructional Practices. (3)** This course will explore the reader's workshop inclusive of mini-lessons, conferencing, and small group instruction with an emphasis on the reading-writing connection. Language will be discussed from a developmental perspective including oral language, phonemic awareness, phonics, fluency, vocabulary development, and comprehension. This course aligns with Read to Succeed Legislation requirements for in-service teachers.
- EDUC A660 Professional Leadership & Mentoring. (3)** A study of the skills and knowledge required to foster and support a collaborative culture, professional development and leadership, while using research to facilitate improvement in student learning and practice.
- EDUC A661 Professional Development & Adult Learning. (3)** A survey of adult learning theories, needs assessment strategies, and leadership skills needed to create and sustain a professional learning community.
- EDUC A662 Curriculum, Instruction & Assessment. (3)** A survey of strategies to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment with the meaningful selection of emerging technologies to promote each student's academic success and well-being.
- EDUC A663 Assessment and Data Analysis. (3)** Techniques used in educational research will be explored with an emphasis on using findings to inform the improvement of curriculum and instruction.
- EDUC A664 Applied Research. (3)** Focus on self-reflection, oral presentation, leadership, research critical reading and writing skills. The main focus of this course is the completion of the Ideal School Project and the implementation of the action research proposal.
- EDUC A672 The Teacher Leader in Practice I (Data-Driven Instruction). (3)** Practicum I, focuses on the use of

assessments and data for continuous improvement.

EDUC A673 The Teacher Leader in Practice II (Action Research Project). (3) Practicum II, this course is focused on implementing and evaluating an action research project in the field. This practicum should be taken in conjunction with EDUC A664-Applied Research Seminar.

Department of Psychology

Dr. Edward J. Callen, *Department Chair*

Dr. Jane A. Stafford, *Psychology Graduate Program Director*

Master of Science Degree in Applied Clinical Psychology

The Master of Science Degree in Applied Clinical Psychology provides graduate study and clinical experience in preparation for careers in applied clinical and counseling settings and as a foundation for students interested in pursuing advanced doctoral studies. Students enrolled in this program are expected to pursue a plan of study to assure increased professional competence and breadth of knowledge in the field of clinical and counseling psychology. The degree objectives are designed to enable the student to:

1. Understand principles of psychology and how they are applied.
2. Understand a diversity of theoretical perspectives.
3. Interpret and apply statistical and research techniques.
4. Understand professional, legal, and ethical principles as they pertain to professional conduct and responsibility.
5. Understand and develop skills in assessment procedures and intervention strategies.

The degree program reflects a commitment to the Council of Applied Master's Programs in Psychology (CAMPP) model of practitioners who bring scholarship and reflection to their work, and an understanding of diversity in clientele, methodology, and application. The USC Aiken Master of Science Degree in Applied Clinical Psychology program is approved by CAMPP and is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC).

The USC Aiken Psychology Department is committed to recruiting students representing a variety of societal subgroups and subcultures.

Department of Psychology Faculty

The psychology faculty come from all parts of the country and bring a broad array of expertise to the program. They are not only respected scholars in their field but also excellent communicators who bring a sense of adventure to the classroom. They actively involve students in their quest for answers to psychology's frontier issues. Among the topics which are currently being studied by faculty and students are the nature of fear, parenting and attachment, stress and alcohol, assessment and treatment of childhood disorders, cognitive aging, and trauma and its effects.

Professors

Edward J. Callen (Psychology),

Ph.D., Northern Illinois University

Bridgestone/Firestone SC Endowed Professorship in Behavioral Sciences

Maureen H. Carrigan (Psychology),

Ph.D., State University of New York - Binghamton

Carolina Trustee Professor

Jane A. Stafford (Psychology),

Ph.D., State University of New York - Binghamton

Associate Professors

Anne Ellison (Psychology),

Ed.D., Northern Arizona University

Alexandra Roach (Psychology),

Ph.D., University of California Davis

Laura Swain (Psychology),

Ph.D., University of South Carolina

Assistant Professors

Bridget O'Connor Cho (Psychology),

Ph.D., University of Kansas

Gayle Faught (Psychology),

Ph.D., University of Alabama

Adam Pazda (Psychology),

Ph.D., University of Rochester

Distinguished Professors Emeriti

Thomas L. Boyd (Psychology),

Ph.D., State University of New York-Binghamton

O. Joseph Harm (Psychology),

Ph.D., Vanderbilt University

William J. House (Psychology),

Ph.D., University of South Carolina

Keri A. Weed (Psychology),

Ph.D., Notre Dame University

Admission

Requirements:

Acceptance by the Department of Psychology will be done on the basis of the applicant's total academic profile. That includes:

1. A completed application to the Graduate Office, University of South Carolina Aiken.
2. A bachelor's degree from an accredited institution with at least 15 hours in psychology.
3. Transcripts of all undergraduate and graduate work (minimum GPA of 3.00 preferred).
4. Three letters of recommendation, with at least two from faculty at academic institutions.
5. A written personal statement of intent describing professional goals.
6. Satisfactory performance on the Graduate Record Examination (minimum of 153 Verbal and 144 Quantitative preferred).

*To be considered for admission, scores submitted for the Graduate Record Exam requirement must have been posted by the applicant within the five years prior to application.

The Master of Science in Applied Clinical Psychology degree requires:

1. Successful completion of an approved program of study

providing a minimum of 60 hours of graduate credit. (A student's official program of study must be approved by the Director of the Graduate Clinical Programs and Psychology Department Chair.)

2. Practicum/course requirements to include at least 700 clock-hours of applied/clinical experience, 240 of which must be direct client contact. These hours can be earned through course/practicum requirements and supervised professional clinical assistantship opportunities (when available). These training experiences are to be distributed among individual/group therapy, assessment, and professional consultation activities.
3. Successful completion of a Master's Thesis.

Application

Applications are to be completed and submitted online. Candidates for graduate studies are required to hold a baccalaureate degree in accordance with the general regulations of the University of South Carolina Aiken. Admission may be granted at one of two levels:

a. Full admission status: Applications with satisfactory scores on the Graduate Record Examination (General), satisfactory references and undergraduate records indicating good academic performance.

or

b. Provisional status: Applicants who intend to seek a graduate degree but lack sufficient requirements for full admission status. Provisional students must attain a 3.0 grade point average during the first 12 credit hours to be eligible for full admission.

If, after the completion of any semester of the provisional enrollment, it is determined that the student will be unable to achieve a 3.0 grade point average during the course of the first 12 credit hours, the student will be disenrolled.

Applicants whose native language is not English will need a satisfactory score on the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 550 on the standard or 213 on the computer-based version.

The curriculum is designed to allow students to pursue their degree as either part-time or full-time students.

A non-refundable application fee of \$45 is required of all first-time applicants to the USC Aiken graduate program.

Appeals for Admission. An appropriate hearing board will provide each applicant with an opportunity to challenge the content of University records, to ensure that the records are not inaccurate or misleading and to provide an opportunity for the correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein. Such requests should be made through the Graduate Advisory Council at USC Aiken. For additional information on the admissions appeal process, please refer to the *USC Aiken Graduate Policies and Procedures Manual*.

Valid period of admission. Admission to the Graduate School is valid for one year unless a shorter period is specified by a particular program. If an admission has not been acted upon by a student after one calendar year, the student must reapply for admission.

Students who have been admitted to a graduate program under regulations other than these and have not completed any USC Aiken graduate courses during a period of three or more years are required to fulfill current admission requirements prior to returning to the University for additional graduate work. Such students become subject to regulations of the Graduate Program to which they are admitted in effect at the time of readmission.

The University reserves the right to decline admission, to suspend, or to require the withdrawal of a student when, for any reason, such action is deemed to be in the interest of the University.

International Student Admission. Students who have earned a

degree or taken any courses in countries outside the US must have an official transcript evaluated by a professional evaluation service. This evaluation must be forwarded directly to the USC Aiken Graduate Admissions Office from the evaluation service. (A list of several professional evaluation services can be obtained from the USC Aiken Admissions Office or found on the USC Aiken web site at: www.usca.edu/admissions). Students will not be considered for admission until this evaluation is received.

Graduate Assistantships

Eligible students may receive a graduate assistantship, which includes monetary support in addition to significantly reduced tuition for both resident and non-resident students. Assistantship experiences are generally available in applied clinical/community settings and the University.

Academic Regulations

All graduate students should be familiar with the following general regulations governing graduate study at the University of South Carolina Aiken.

The students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they are admitted to degree candidacy or under subsequent regulations published while they are enrolled as degree candidates. However, students are restricted in the choice of requirements of one specific bulletin. Graduate students in master's programs have a period of six years inclusive and continuous in which to claim the rights of a specific bulletin. Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students will be required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals, or a modification of those goals. The school will work closely with students facing such problems in an effort to resolve them with a minimum of difficulty.

Graduate students in the Masters Degree Program in Applied Clinical Psychology have a period of six years to complete the degree requirements. Students who have not completed the degree requirements by the completion of their sixth year will be removed from the program. As in all instances, appeals and petitions related to these regulations will be reviewed first by the academic unit, then by the USC Aiken Graduate Advisory Council, and finally forwarded to the USC Aiken Executive Vice Chancellor for Academic Affairs for approval.

Graduate Advisement

Every graduate student admitted to a degree program will be advised by the Psychology Graduate Program Director.

Graduate Program of Study

Every graduate student should file a Program of Study form. Program forms may be obtained from the Psychology Graduate Program Director. Master's degree students should file their program forms **during the first semester of study**.

A Program of Study form is a written agreement signed by the student, the Graduate Program Director, and the Department Chair. This formal agreement serves a number of purposes to the benefit of the student and the University: it causes students and advisors to engage in early planning with specific goals in mind; it provides useful information for the planning of course offerings; it facilitates subsequent advisement; and it protects students in the event of unexpected curriculum or faculty changes. Although formal programs are binding, they can be modified or replaced by new programs if conditions warrant such changes. The procedure for change is similar to that for filing the original program and usually requires the same series of signatures. Degree students are entitled to the advantages of a Program of Study and should take the necessary steps to secure them at the appropriate time.

Graduate Student Handbook

Graduate Handbook. The *USC Aiken Psychology Department Graduate Student Handbook*, which provides additional information about the academic program, stipend opportunities, faculty research areas and opportunities, and career planning information, is available on the departmental web page.

Courses

Admission to courses. Admission to graduate courses is always subject to departmental consent. Courses numbered 600-799 are restricted to graduate students.

Prerequisites. Prerequisite courses are listed to inform students about the academic background recommended for satisfactory course completion. The Department Chair or the Graduate Program Director may approve the enrollment of students who have acquired the equivalent knowledge or skills through other courses or experiences. Special permission to enroll should be requested from the Department Chair or the Graduate Program Director prior to registration.

Course Loads

A student may enroll for a semester load not to exceed 12 graduate hours. To register for more than 12 hours, a student must obtain course overload approval from the department chair/school head. A student is classified as a full-time student for academic purposes with six or more credit hours during any semester.

Credit by Examination

No graduate credit is offered by examination only.

Transfer Credit

A maximum of 12 hours of equivalent graduate coursework completed at other accredited institutions with a grade of B or better may transfer to the USC Aiken M.S. Psychology degree. However, thesis and practicum work from institutions other than USCA will not transfer into the program. The department will make final determination of transferability of all coursework.

Academic Standards

After the completion of nine hours of coursework in the USC Aiken M.S. Psychology program, a minimum grade point average of 3.0 must be maintained to remain in good standing in the degree program. If the grade point average falls below 3.0 in any semester, a probationary period will begin in which the student must raise the grade point average to at least 3.0 within the next nine credit hours of coursework. Failure to attain a 3.0 in this period will result in the student's termination from the degree program. Students may not enroll in practica, research, or thesis during the probationary period.

Graduate courses other than Psychopathology and the Applied Core Course Requirements may be passed for degree credit with a grade as low as C, but the student's average on all courses attempted for graduate credit must be at least a 3.0. If the student earns a grade below a C on any course, that course must be repeated in order to earn degree credit (C or better). Psychopathology and the Applied Core Course Requirements must be passed with a grade of B or better. If the student earns a grade below a B, that course must be repeated in order to earn degree credit (B or better). All registrations will appear on the student's permanent record and all grades will be computed in the student's grade point average. Course credit for graduation will be given only once unless otherwise stipulated in the course description. Students must have a minimum grade point average of 3.0 in order to graduate from the degree program. Grades earned on credits transferred from other universities do not count in the grade point average.

PSYC 798 is graded on a Satisfactory-Unsatisfactory basis, and is not included in the overall grade point average. Students will

receive a 'T' letter grade, signifying satisfactory performance for each semester that they are enrolled in PSYC A799. A 'U' letter grade will signify unsatisfactory performance, and will not count toward degree requirements. If, at the completion of four hours, the student has still not completed the thesis requirements, that student will be required to maintain enrollment in PSYC A799 during subsequent semesters until the thesis requirements are met. Any student who continues to use University facilities or wishes to confer with faculty on thesis work must be officially enrolled for at least one hour of thesis credit.

Professional Responsibilities

Students preparing for careers in mental health services must meet both the academic qualifications and level of personal adjustment (e.g., emotional stability, maturity, understanding of appropriate interpersonal boundaries) and self-awareness deemed necessary to function effectively as professional mental health service providers. Graduate students in the Applied Clinical Psychology program are expected to adhere to the ethical and professional standards required by the American Psychological Association, in addition to the standards of the USC Aiken code of conduct.

Graduate student performance in the Applied Clinical Psychology program is monitored, in part, by means of semester grades and behavioral evidence of appropriate adjustment and professional conduct. The University reserves the right to decline admission, to suspend, or to require the withdrawal of a student when, for any reason, such action is deemed to be in the best interest of the University, the student, or the mental health profession.

Auditing

Under certain circumstances, graduate courses may be audited by obtaining prior approval from the Director of the Graduate Program in Applied Clinical Psychology and the Psychology Department Chair. No degree credit may be earned in an audited courses. Applied Core courses may not be audited.

Appeals and Petitions

Appeals and petitions related to programs, regulations, or other academic matters will be reviewed first by the academic unit, then by the USC Aiken Graduate Advisory Council, and finally forwarded to the USC Aiken Executive Vice Chancellor for Academic Affairs for approval. See Academic Affairs and Regulations for information on relief from academic regulations.

Applications for Degrees

All candidates for degrees must file a formal application to graduate in Self-Service Carolina by the date announced by the USC Aiken Office of the Registrar. In addition, a Clearance Recommendation for Graduate Degree Application must also be submitted by the Graduate Program Director. Deadlines are indicated in the Academic Calendar for each term. Diplomas will not be awarded retroactively.

Both undergraduate and graduate students will find additional USC Aiken regulations and procedures are printed in other sections of the *Bulletin* and the *USC Aiken Student Handbook*.

Technological Literacy for the M.S. in Clinical Psychology Program

To meet the requirement of computer competency, Master of Science in Clinical Psychology majors are required to successfully complete PSYC A625: Statistics and Research Methods and PSYC A799: Thesis.

Master's Program in Applied Clinical Psychology

Core Course Requirements (all required)	18
PSYC A610 Developmental Psychology	3
PSYC A620 Psychopathology	3
PSYC A625 Statistics and Research Methods	3
PSYC A640 Social Psychology and Human Diversity	3
PSYC A650 Learning, Cognition, and Behavior	3
PSYC A760 Neuroscience	3
Applied Core Course Requirements (all required)	27
PSYC A600 Ethical and Professional Issues in the Practice of Psychology	3
PSYC A630 Career and Lifestyle Development	3
PSYC A680 Cognitive Assessment	3
PSYC A701 Theories and Techniques of Psychotherapy	3
PSYC A702 Psychotherapy in a Multicultural and Diverse Society	3
PSYC A725 Group Therapy and Counseling	3
PSYC A780 Personality and Pathology Assessment	3
PSYC A790 Practicum in Applied Clinical/Counseling Psychology (2 semesters)	6
Advanced Topics	3
PSYC A700 Advanced Topics in Applied Psychology	3
Thesis (two semester minimum)	6
PSYC A798 Thesis Preparation	2
PSYC A799 Thesis	4
Professional Elective (must take at least two from below for a total of 6 credits)	6
PSYC A699 Independent Research	1-3
PSYC A700 Advanced Topics in Applied Psychology (different topic from Topics course list above)	3
PSYC A791 Advanced Psychotherapy Practicum	1-3
PSYC A792 Clinical/Counseling Internship	1-6
Total hours required	60

Course Descriptions Psychology (PSYC)

CORE COURSES (all required)

PSYC A610 Developmental Psychology. (3) A lifespan approach will be used to explore continuities and changes from early to later development in physical, cognitive, and psychosocial domains. Theoretical perspectives will include personality, learning, social learning, cognitive-developmental, biological, and cultural-contextual. Biological and environmental factors leading to normal and abnormal human development will be examined.

PSYC A620 Psychopathology. (3) An advanced survey of the major psychological disorders as they are described in the diagnostic and statistical manual (DSM). DSM criteria, including the major behavioral manifestations and other dynamics associated with the mental disorders will be examined. Diverse theoretical models applied to the development of personality and psychopathology will be explored. Empirical findings associated with the nature of mental disorders and their theoretical models will be emphasized.

PSYC A625 Statistics and Research Methods. (3) Advanced analysis of applied statistics and research methods in psychology and the interpretation of statistics and research designs in the psychological literature. This includes an understanding of the practical application of research methods to the evaluation of programmatic research and to professional communication. Consideration of the ethical treatment of research participants will be stressed.

PSYC A640 Social Psychology and Human Diversity (3) An examination of human thoughts, feelings, and behavior as a function of social circumstances and individual differences. The course will focus on a diverse array of topics such as psychological needs/motives, self-esteem, attitudes, prejudice, aggression, interpersonal relationship, and group processes. Importantly, the degree to which human diversity factors such as age, gender, race, religion, culture, sexual orientation, socioeconomic status, disability, and differing lifestyles influence social psychological phenomena will be examined.

PSYC A650 Learning, Cognition, and Behavior. (3) An advanced analysis of current research and theoretical issues in classical and operant conditioning, and the study of how cognitive processes influence learning and behavior. The implications of these learning processes for behavior therapy will also be addressed.

PSYC A760 Neuroscience. (3) The focus of this course will be on the neural mechanisms that underlie human behavior. Beginning with the premise that all psychological phenomena are rooted in the electrochemical activity of nervous systems, this course will include an examination of the biological basis of the sensation, cognition, and behavior including the following topics: vision, attention, sensation & perception, brain damage, learning, memory and amnesia, sleep and dreaming, language, emotion, stress, and health. The course will also cover drugs, addiction, and psychopharmacology as it relates to these topics. Discussions will include philosophical, ethical, and methodological issues in neuroscience.

APPLIED CORE COURSES (all required)

PSYC A600 Ethical and Professional Issues in the Practice of Psychology. (3) A historical perspective on the history and development of clinical and counseling psychology. Current requirements and professional trends in the field, including licensing and credentialing will be examined. A major focus of this course will include a review of the development of legal and ethical practice requirements, current legal and ethical practice standards, and their application to professional roles and functions.

PSYC A630 Career and Lifestyle Development. (3) The study of career development theories and how to apply these theories to assessment issues in career development and to issues of counseling and guidance in lifestyle and career decision-making.

PSYC A680 Cognitive Assessment. (3) (Prereqs.: PSYC A620 or consent of instructor). An introduction to the cognitive assessment process. Psychological theories and psychometric principles associated with the appraisal process, including issues of reliability and validity and other psychometric statistics, in addition to exploring diverse factors that affect the assessment process. Students will learn how to administer intellectual and achievement instruments commonly used in psychological assessment of learning disabilities and other problems involving cognitive processes or deficits in both children and adults. Exposure to various appraisal skills, including structured and unstructured assessment techniques will be included. Formal classroom and applied experiences included.

PSYC A701 Theories and Techniques of Psychotherapy. (3) An overview of empirically-based perspectives and techniques of psychotherapy. The course covers the basic activities, processes, and theories of psychotherapy and will include various applied experiences. A variety of psychotherapy perspectives will be examined and associated skills will be developed.

PSYC A702 Psychotherapy in a Multicultural and Diverse Society. (3) (Prereq: PSYC A701) This course provides an overview of multicultural counseling including the principles of understanding one's values and biases, understanding and respecting the client's worldview, and using culturally appropriate interventions. Various standards, methods, and interpretations of evidence-based research and practice will be reviewed and associated skills will be developed.

PSYC A725 Group Therapy and Counseling. (3) (Prereq.: PSYC A701 and A702). The study of theories of group processes and dynamics, in addition to treatment skills in various group interventions. An additional emphasis will be placed upon intervention for focus groups, covering empirically validated treatment methods. Formal classroom and applied experiences will be included.

PSYC A780 Personality and Pathology Assessment (3) (Prereq.: PSYC A680). Assessment and diagnosis, with a focus upon the application of appraisal/assessment results to the DSM and the diagnosis of psychopathology, and to the helping/treatment process. Various appraisal skills will be examined and learned, including structured and unstructured assessment techniques for both children and adults. Formal class room and applied experiences are included.

PSYC A790 Practicum In Clinical/Counseling Psychology. (3) (Prereq.: PSYC A701 and A702; Prereq. or Coreq. PSYC A780; and permission of Department). Class meetings and individual supervision in the application and evaluation of assessment, intervention, and consultation skills in various applied clinical/counseling settings. Students must repeat this course for a total of 6 credit hours.

ADVANCED TOPICS (must take at least one course)

PSYC A700 Advanced Topics In Applied Psychology. (3) (Prereq.: Consent of instructor). An in-depth study of selected topics in clinical/counseling psychology. Examples may include such areas as cognitive-behavioral intervention, childhood psychopathology, behavioral medicine, and assessment and treatment of specific psychological disorders. Students may repeat PSYC A700, but may not enroll in the same topic twice. Formal classroom and applied experiences will be included.

experimental evaluation of interventions, and the measurement and interpretation of data. Principles of ethical and professional conduct as applied to ABA interventions will be integrated throughout the course.

PSYC A770 Behavioral Assessment and Intervention. (3) (Prereq.: PSYC A670 or permission of the department). This course provides an in-depth coverage of Applied Behavior Analysis (ABA) techniques leading to behavior change. Students will learn to identify and define behaviors for change, to conduct descriptive and functional analysis of maladaptive behaviors, to use single-subject experimental designs to evaluate the effectiveness of interventions, and how to maintain behavioral changes through system supports.

THESIS (Two semester minimum required)

PSYC A798 Thesis Preparation. (1-2) (Prereq.: PSYC A625 and departmental permission). Development and completion of a thesis proposal. Students may repeat this course for a maximum of two credit hours toward the degree requirement. Students must continue to enroll in Thesis Preparation for at least one credit until their thesis committee has approved their final thesis proposal. (Pass/Fail grading)

PSYC A799 Thesis. (1-4) (Prereq.: PSYC A798 and departmental permission). Independent research and thesis defense. Students may repeat this course for a maximum of four credit hours toward the degree requirement. Students must complete four credit hours of A799 and must be enrolled in one credit of A799 every semester during which they are working on their thesis after successfully defending their thesis proposal.

PROFESSIONAL ELECTIVES

PSYC A699 Independent Research. (1-3) (with permission from instructor). Student will conduct an independent research project under the faculty's supervision. Research activity may not be used for thesis credit. (Pass/Fail only)

PSYC A791 Advanced Psychotherapy Practicum. (1-3) (Prereq.: PSYC A790 and permission of the department). Class meetings and individual supervision in the advanced application and evaluation of assessment, intervention, and consultation skills in various applied clinical/counseling settings. Students may repeat this course for a total of 6 credit hours.

PSYC A792 Clinical/Counseling Internship (1-6) (Prereq: PSYC A600, A620, A701, and A702 with grades of B or better; 18 hours graduate credit) Individually supervised clinical or counseling fieldwork that is relevant to the student's professional goals in an applied setting approved by the USC Aiken Psychology Department. May be repeated for a maximum of 12 credit hours. Pass/Fail only.

CERTIFICATION COURSES

PSYC A670 Principles of Applied Behavior Analysis. (3) (Prereq.: Permission of the department). This course provides an overview of Applied Behavior Analysis (ABA) with a focus on its application to special populations. Application to people with special needs of all age, from preschool through adulthood, will be covered. Specific topics include concepts and principles of ABA, behavioral assessment, selection of intervention outcomes, strategies for intervention,

Faculty Listing

A

Abraham-Settles, Betty
School of Nursing

Abu-Salem, Hani
Department of Mathematical Sciences and Engineering

Allen, Gloria
School of Education

Anderson, Maria
Department of English

Ashton, Timothy
Department of Languages, Literatures, and Cultures

B

Baker, Timothy L.
School of Business Administration

Beasley, Beth
School of Education

Beck, Judy A.
School of Education

Ben Jabara, Marouen
School of Business Administration

Boersner-Herrera, Adriana
Department of History, Political Science, and Philosophy

Bond, Zachary
Department of Visual and Performing Arts

Boomhower, Brian
Department of Languages, Literatures, and Cultures

Bowdoin, Natalia T.
Gregg-Graniteville Library

Bramlett, Drew
School of Education

Brittain, Ashley
School of Nursing

Britton, Keely
School of Business Administration

Brown, Brett
Department of Exercise and Sports Science

Bruzina, David
Department of English

Bunch, John Hayes
Department of Visual and Performing Arts

Burch, Emily Williams
Department of Visual and Performing Arts

Burgess, Elizabeth A.
Department of Biology and Geology

Burgess, Maureen
Department of History, Political Science, and Philosophy

Burkhalter, Angela
School of Education

Burrus, Thomas B.
Department of History, Political Science, and Philosophy

C

Callen, Edward J.
Department of Psychology

Carlson, Eric
Department of English

Carrigan, Maureen H.
Department of Psychology

Chargualaf, Katie A.
School of Nursing

Charlton, Christopher
Department of Exercise and Sports Science

Chen, Tieling
Department of Mathematical Sciences and Engineering

Cho, Bridget O'Connor
Department of Psychology

Cobb, Kathy L.
Department of Chemistry and Physics

Coe-Clark, LaNessa
School of Education

Coleman, Bridget
School of Education

Collazo, Judy
School of Education

Cook, Richard
Department of Visual and Performing Arts

Crook, Mary Fran
Department of Visual and Performing Arts

Crook, Paul
Department of Visual and Performing Arts

Craps, Jami
Department of Exercise and Sports Science

Culler, Jeremy
Department of Visual and Performing Arts

Cullum, April
School of Education

D

Davis, Stephanie
Department of History, Political Science, and Philosophy

Deal, Roger A.
Department of History, Political Science, and Philosophy

DeLaurier, April
Department of Biology and Geology

Dennis, Allen, J.
Department of Biology and Geology

DePriest, Adam
Department of Visual and Performing Arts

DeWitt, Christopher
Department of Exercise and Sports Science

Dillard-Wright, Devi
Department of History, Political Science, and Philosophy

Downs, Carmen
School of Education

Dunlap, Randa
School of Education

Dyer, Andrew R.
Department of Biology and Geology

E

Ellison, Anne
Department of Psychology

Engel, John
School of Business Administration

Evenson, Beth
Department of Exercise and Sports Science

E

Fadimba, Koffi B.
Department of Mathematical Sciences and Engineering

Faught, Gayle
Department of Psychology

Fears, Patricia
School of Education

Fekula, Michael J.
School of Business Administration

Fetterolf, Monty L.
Department of Chemistry and Physics

Fornes, Karl F.
Department of English

Fowler, Michael
Department of Visual and Performing Arts

Fowley, Susan
School of Nursing

Fralick, Bethany S.
Department of Mathematical Sciences and Engineering

Frederick, Delia
School of Nursing

G

Gaffney, Mary
School of Nursing

Gélinas, Patrick
Department of Exercise and Sports Science

Georgian, Elizabeth A.
Department of History, Political Science, and Philosophy

Geyer, Andrew
Department of English

Gibbs, Craig
Department of English

Gibbons, J. Whitfield
Department of Biology and Geology

Gibson, Kelly A.
Department of Biology and Geology

Glenn, Susan
Department of Chemistry and Physics

Goldsmith, Jack G.
Department of Chemistry and Physics

Goodchild, Paul R.
School of Business Administration

Gore, DeAnna L.
Department of Sociology

Griswold, Lindsay E.
School of Business Administration

Guy, Justin
Department of Visual and Performing Arts

H

Hagstette, Todd A.
Department of English

Hailat, Mohammad Q.
Department of Mathematical Sciences

Hall, Patrick "JR"
Department of Visual and Performing Arts

Hamilton, Anna
Department of Visual and Performing Arts

Hampton, Jill
Department of English

Han, Bing
Department of Communication

Hancock, C. Nathan
Department of Biology and Geology
Department of Chemistry and Physics

Hanson, Kathleen
School of Education

Harmon, Deborah Tritt
Gregg-Graniteville Library

Harmon, S. Michele
Department of Biology and Geology

Hatchett, Andrew G.
Department of Exercise and Sports Science

Havens, Robyn
School of Nursing

Hechtel, Florence
Department of Visual and Performing Arts

Helsley, Alexia J.
Department of History, Political Science, and Philosophy

Henderson, Matthew
Department of Visual and Performing Arts

Hervani, Aref
School of Business Administration

Hiers, Sally
School of Education

Hinton, Romana
Department of English

Higbee, Douglas
Department of English

Hollingsworth, Mark S.
Department of Visual and Performing Arts

Hoover, Brent
School of Business Administration

Horne, Brandy R.
Gregg-Graniteville Library

Hudson, Paul L.
School of Business Administration

I

Ihinger, Kelsey
Department of Languages, Literatures, and Cultures

Ilukor, Paul
Department of Mathematical Sciences and Engineering

J

Jackson, Jr., William H.
Department of Biology and Geology

Jaspers, David G.
Department of Mathematical Sciences and Engineering

Jenkins, Todd
Department of Visual and Performing Arts

Jennings, Heather
School of Nursing

Johnson, Gwen
School of Education

Johnson, Joseph
Department of Visual and Performing Arts

Johnson, Melencia
Department of Sociology

K

Kameen, Joseph
Department of Visual and Performing Arts

Kameen, Katie
Department of Visual and Performing Arts

Kangogo, Nancy J.
School of Business Administration

Kiesling, William
School of Education

King, Sarah
Department of History, Political Science, and Philosophy

Kirkland, Alice
School of Education

Koo, Reginald
Department of Mathematical Sciences and Engineering

L

Lawrence, Kay
School of Nursing

Leach, Robert T.
School of Business Administration

Leverette, Chad L.
Department of Chemistry and Physics

Lewellyn, Patsy G.
School of Business Administration

Lewis, David
School of Education

Li, Rao
Department of Mathematical Sciences and Engineering

Li, Zhenheng
Department of Mathematical Sciences and Engineering

Lintner, Tim
School of Education

Lippard, Rodney
Gregg-Graniteville Library

Longley, Chet
Department of Visual and Performing Arts

Losey, Mary
Department of Visual and Performing Arts

Lunsmann, Christina
School of Education

M

Mack, Kathy
School of Business Administration

Mander, Suchreet
Department of Biology and Geology

Maness, Brandie
School of Education

Marshall, Nicholas
Department of Chemistry and Physics

Martin, Melissa
School of Education

Mason, Philip B.
Department of Sociology

McClellan, Sally
School of Education

McClure, Timothy
Department of Sociology

McGahee, Thayer
School of Nursing

McMurtrie, Deborah
School of Education

Meccia, Lauren
Department of Visual and Performing Arts

Miller, Collette
Department of Visual and Performing Arts

Miller Matthew
Department of English

Miller, Zeke
Department of English

Miller, Neil
Department of Chemistry and Physics

Mills, Gary
Department of Chemistry and Physics

Mills, Mary Katherine
Department of Biology and Geology

MisirHiralall, Sabrina D.
Department of History, Political Science, and Philosophy

Mooney, Katy
School of Nursing

Morris II, David L.
Department of Communication

Mottel, Hannah
School of Nursing

Munsell, Jason
Department of Communication

Murphy, Robert A.
School of Business Administration

N

Nandi, Santosh
School of Business Administration

Narayanaswamy, Ravi
School of Business Administration

Newsom, Paul
School of Business Administration

O

O'Banner, Peggy
School of Education

Orozco, Stephanie
Department of Languages, Literatures, and Cultures

Owens, Elizabeth
Department of English

P

Padgett, Mila
Department of Exercise and Sports Science

Parr, Brian
Department of Exercise and Sports Science

Paul, Titan C.
Department of Mathematical Sciences and Engineering

Pazda, Adam D.
Department of Psychology

Pendergast, Gerald R.
Department of Mathematical Sciences and Engineering

Peterson, Heather
Department of History, Political Science, and Philosophy

Petrie, Michelle A.
Department of Sociology

Pierce, Keith
Department of Visual and Performing Arts

Pierce, Samuel
Department of History, Political Science, and Philosophy

Pompey, Joyce
School of Nursing

Poplin, Anne
School of Education

Porca, Sanela
School of Business Administration

Price, Woodrow
Department of Exercise and Sports Science

Puerto Urena, Francisco
Department of Languages, Literatures, and Cultures

Puryear, Arlene
School of Education

R

Rallapalli, Murthy
Department of Mathematical Sciences

Ramsey, David
Department of Mathematical Sciences and Engineering

Ramstad, Kristina
Department of Biology and Geology

Reckart, Ward
Department of Exercise and Sports Science

Reid, Thomas F.
Department of Mathematical Sciences and Engineering

Reinhart, Bradley D.
Department of Biology and Geology

Rhodes, Keely
Department of Visual and Performing Arts

Rhodes, Lynne A.
Department of English

Richardson, Alex
Department of Exercise and Sports Science

Riley, Melissa
School of Education

Rinder, Jeremy
School of Education

Ritchie, Kathy Tyre
Department of Communication

Roach, Alexandra
Department of Psychology

Roberts, Kenneth M.
Department of Chemistry and Physics

Robertson, Sharon
School of Education

Rodriguez, Linda C.
School of Business Administration

Rowe, Gerard
Department of Chemistry and Physics

Ruszczuk, Ronald J.
Department of Chemistry and Physics

Rutland-Addy, Lynn
Department of Communication

S

Schweder, Windy
School of Education

Scott-Wiley, Dewey
Department of Visual and Performing Arts

Scraper, Joel
Department of Visual and Performing Arts

Secrist, Lori
School of Education

Seeger, Roy
Department of English

Senn, Amanda
School of Education

Senn, Gary J.
School of Education

Shervette, Virginia R.
Department of Biology and Geology

Shipes, William
Department of Mathematical Sciences and Engineering

Simmons, Lisa
School of Nursing

Sloan, Steven
Department of Visual and Performing Arts

Smith, Andrew D.
Department of History, Political Science, and Philosophy

Smith, Kathleen Kalpin
Department of English

Smith, Shannon Deer
Department of History, Political Science, and Philosophy

Smith, Teresa L.
School of Business Administration

Southworth, Mary Virginia (Ginny)
Department of Visual and Performing Arts

Stafford, Jane A.
Department of Psychology

Stark, Nancy
School of Nursing

Steen, Julie
School of Business Administration

Steen, Pam

Department of Biology and Geology

Stenger, Karl L.

Department of Languages, Literatures, and Cultures

Stoudemire, Christopher

Department of Chemistry and Physics

Stoudemire, Melissa

Department of Chemistry and Physics

Stowe, Randy

School of Education

Strong, Willie

Department of Visual and Performing Arts

Stumpf, Emily

Department of Visual and Performing Arts

Sue-Ling, Carolyn B.

School of Nursing

Sullivan, Jessica C.

Department of Biology and Geology

Swain, Laura

Department of Psychology

Syms, Frank H.

Department of Biology and Geology

I**Taylor, Ann Marie**

School of Education

Terlizzi, Richard S.

Department of Mathematical Sciences and Engineering

Thornburg, Matthew P.

Department of History, Political Science, and Philosophy

Timmons, Daren J.

Department of Chemistry and Physics

Triana, Benjamin J.

Department of Communication

Tyler, Vernelle

School of Education

V**Van Pelt, Robert**

Department of Biology and Geology

Vanderberg, Michelle

School of Education

Vieyra, Michelle L.

Department of Biology and Geology

W**Wallace, Jeffrey Bruce**

Department of Communication

Wang, Linda Qingling

Department of Sociology

Ward, Patrick

Department of Chemistry and Physics

Warren, Amanda R.

Department of English

Washington, Aaron

Department of Chemistry and Physics

Webb, Elizabeth M.

Department of Communication

Wernet, Christine

Department of Sociology

Westermeyer, William H.

Department of Sociology

White, Douglas W.

Department of Chemistry and Physics

Whitten, Rachel L.

Department of Communication

Willbrand, Ann

Department of Chemistry and Physics

Williams, Kyle J.

Department of English

Wimbush, Tomeika

School of Nursing

Wise, Julie M.

Department of English

Wolverton, Taggart A.

Department of History, Political Science, and Philosophy

X**Xie, Frank**

School of Business Administration

Y**Young, Sarah**

Department of History, Political Science, and Philosophy

Z**Zelmer, Derek A.**

Department of Biology and Geology

Zhang, Yilian

Department of Mathematical Sciences and Engineering

Professors Emeriti

Alexander, Robert E.

Distinguished Chancellor Emeritus and
Distinguished Professor Emeritus,
School of Education

Ball, L. Julia

Distinguished Professor Emeritus,
School of Nursing

Benjamin, Jack

Distinguished Professor Emeritus,
Department of Visual and Performing Arts

Beth, Jr., John L.

Professor Emeritus,
Department of Sociology

Beyer, Al

Professor Emeritus,
Department of Visual and Performing Arts

Blount, J. Donald

Distinguished Professor Emeritus,
Department of English

Botsch, Robert E.

Distinguished Professor Emeritus,
Department of History, Political Science, and Philosophy

Botsch, Carol S.

Distinguished Professor Emerita,
Department of History, Political Science, and Philosophy

Boyd, Thomas L.

Distinguished Professor Emeritus,
Department of Psychology

Bravo, Maureen

Professor Emerita,
School of Nursing

Chubon, Sandra J.

Professor Emerita,
School of Nursing

Cook, Patricia R.

Distinguished Professor Emerita,
School of Nursing

Cordahi, Ruth H.

Professor Emerita,
School of Education

Cubbedge, Frankie

Dean Emerita and
Distinguished Professor Emerita,
Gregg-Graniteville Library

Cullen, Janice

Professor Emerita,
School of Nursing

Davidson, Phebe E.

Distinguished Professor Emeritus,
Department of English

Dorsey, Maggie T.

Professor Emerita,
School of Nursing

Elliott, John

Professor Emeritus,
Department of Visual and Performing Arts

Farmer, James O.

Distinguished Professor Emeritus,
Department of History, Political Science, and Philosophy

Farr-Weinstein, Phyllis R.

Professor Emerita,
School of Nursing

Gramling, Lou

Distinguished Professor Emerita,
School of Nursing

Groves, Trudy G.

Distinguished Professor Emerita,
School of Nursing

Gurr, Henry S.

Distinguished Professor Emeritus,
Department of Chemistry and Physics

Hanlin, Hugh G.

Distinguished Professor Emeritus,
Department of Biology and Geology

Harm, O. Joseph

Distinguished Professor Emeritus,
Department of Psychology

Harpine, William D.

Distinguished Professor Emeritus,
Department of Communication

Hochel, Sandra

Distinguished Professor Emerita
Department of Communication

House, William J.

Distinguished Professor Emeritus,
Department of Psychology
Department of Visual and Performing Arts

Huston III, Frederick P.

Professor Emeritus,
Department of Mathematical Sciences and Engineering

Johnson, Barbara E.

Distinguished Professor Emerita,
Department of Sociology

Johnston, Linda

Distinguished Professor Emerita,
School of Nursing

Kapranidis, Stelios

Professor Emeritus,
Department of Chemistry and Physics

Key, Janie H.

Professor Emerita,
Department of Mathematical Sciences and Engineering

King, Stephen C.
Professor Emeritus,
Department of Mathematical Sciences and Engineering

Lacy, Elaine
Distinguished Professor Emerita,
Department of History, Political Science, and Philosophy

Levine, Stanley F.
Professor Emeritus,
Department of Languages, Literatures, and Cultures

Lisk, John
Professor Emeritus,
School of Education

Lorch, Sue
Distinguished Professor Emerita,
Department of English

Lumans, Valdis O.
Distinguished Professor Emeritus,
Department of History, Political Science, and Philosophy

Mack, S. Thomas
Distinguished Professor Emeritus
Department of English

Maltz, Richard
Professor Emeritus,
Department of Visual and Performing Arts

Marsh, William H.
Distinguished Professor Emeritus,
School of Business Administration

May, Michael D.
Professor Emeritus,
Department of Mathematical Sciences and Engineering

Mitcham, Donald W.
Distinguished Professor Emeritus,
School of Business Administration

Mura, Parivash
Professor Emerita,
School of Nursing

Negash, Girma
Distinguished Professor Emeritus,
Department of History, Political Science, and Philosophy

Ozment, Suzanne
Distinguished Professor Emerita,
Department of English

Pariyadath, Kutty
Professor Emeritus,
Department of Chemistry and Physics

Phillips, Robert G.
Distinguished Professor Emeritus,
Department of Mathematical Sciences and Engineering

Pirkle, William A.
Distinguished Professor Emeritus,
Department of Biology and Geology

Premo-Hopkins, Blanche
Professor Emerita,
Department of History, Political Science, and Philosophy

Priest, Jeffrey M.
Distinguished Professor Emeritus,
Department of Biology and Geology
School of Education

Rich, J. Stanley
Distinguished Professor Emeritus,
Department of English

Ritchie, C. Michael
Distinguished Professor Emeritus,
School of Business Administration

Shealy, Jr., Harry E.
Distinguished Professor Emeritus,
Department of Biology and Geology

Shelburn, Marsha R.
Distinguished Professor Emerita,
School of Business Administration

Shelburn, William L.
Professor Emeritus,
School of Business Administration

Skrupskelis, Audrey
Professor Emerita,
School of Education

Smith, W. Calvin
Distinguished Professor Emeritus,
Department of History, Political Science, and Philosophy

Smith, Garriet W.
Distinguished Professor Emeritus,
Department of Biology and Geology

Smyth, Thomas
Distinguished Professor Emeritus,
School of Education

Tuten, Jane. H.
Professor Emerita,
Gregg-Graniteville Library

Weed, Keri A.
Distinguished Professor Emerita,
Department of Psychology

Weinstein, Raymond M.
Distinguished Professor Emeritus,
Department of Sociology

Westbrook, John B.
Distinguished Professor Emeritus,
Department of Biology and Geology

Wilson, Charmaine E.
Distinguished Professor Emerita,
Department of Communication

Willoughby, Karin L.
Senior Instructor Emerita,
Department of Biology and Geology

Yates, James R.
Professor Emeritus,
Department of Biology and Geology